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ABSTRACT

The 1975 Summer Skills Center program in the District of Columbia public schools consisted of elementary centers serving students in grades 3-8 and secondary centers serving students in grades 9-12. It called for instructional groupings containing students of several grade and age levels. Teachers were to be activity coordinators for individualized instructional programs designed to strengthen students' individual skills. Curriculum content was to emphasize communication and mathematics skills taught through four symbol systems: mathematics, music, art, and reading. To facilitate their functioning in a nongraded, multilevel, multiage setting and their use of a multidisciplinary approach, teachers in the summer program were to be provided with relevant staff development. An evaluation was carried out by the Division of Research and Evaluation in order to determine the extent to which the evaluation objectives were met and to provide information useful to future summer program planning. It included a Principal's Interview Guide, a Staff Survey Form, a Student Data Form, and an Attendance and Grade Form. A summary of the findings is reported. (BW)

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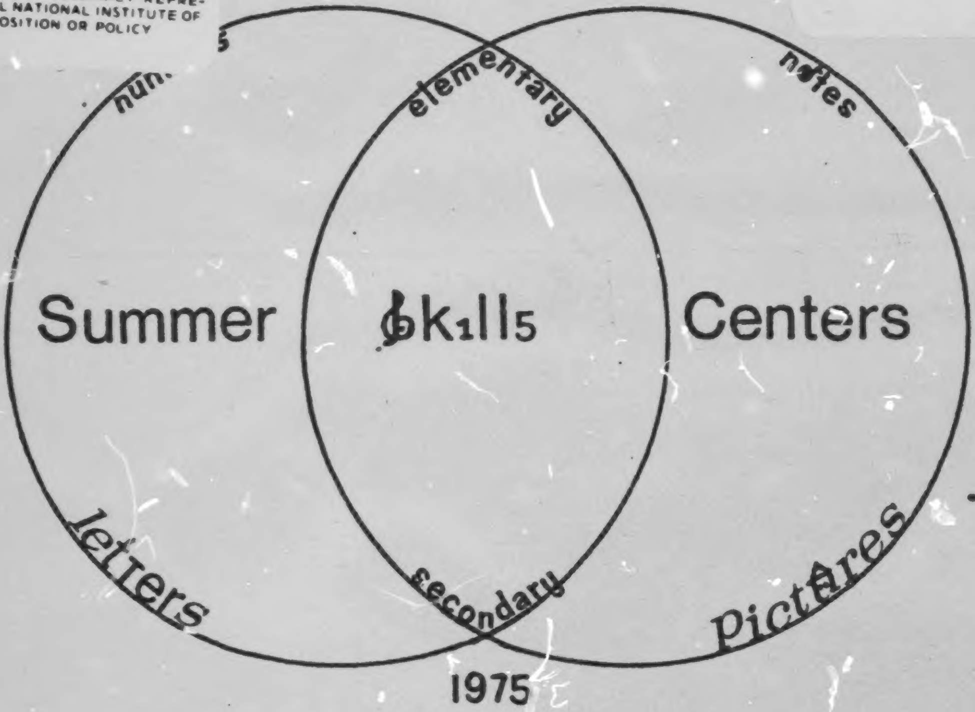
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EVALUATION REPORT

Office of Planning, Research, and Evaluation
Division of Research and Evaluation
October 1975

TM005 478

1975 SUMMER SKILLS CENTERS

EVALUATION REPORT

Division of Research and Evaluation
Office of Planning, Research, and Evaluation
Public Schools of the District of Columbia

October 1975

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1975 SUMMER SKILLS CENTERS

SUMMARY OF THE EVALUATION REPORT

Program Title: 1975 Summer Skills Centers

Date: July 1, 1975 to August 8, 1975

Location: 20 Elementary Skills Centers; 6 Secondary Skills Centers

Target Population: Students in grades 3 through 12 with the need to strengthen skills or to make up course work for promotion.

Description of the Program:

According to a proposal prepared by an administrative task force, instructional guidelines developed by an instructional task force, and operational guidelines specified by the Division of Summer Schools, the 1975 Summer Skills Center program called for an alternative to the traditional organization and content of educational instruction. The program consisted of elementary centers serving students in grades 3 through 8 and secondary centers serving students in grades 9 through 12. It called for instructional groupings containing students of several grade and age levels. Teachers were to be activity coordinators for individualized instructional programs designed to strengthen students' individual skills. Curriculum content was to emphasize communication and mathematics skills taught through a variety of disciplines or symbol systems. To facilitate their functioning in non-graded, multi-level, multi-age setting and their use of a multidisciplinary instructional approach, teachers in the summer program were to be provided with relevant staff development.

Purpose of the Evaluation:

The purpose of the evaluation conducted by the Division of Research and Evaluation at the request of the Superintendent of Schools was to collect information on the organization and operation of the 1975 Summer Skills Centers in order to determine the extent to which the evaluation objectives were met and to provide information useful to future summer program planning.

Evaluation Objectives:

I. Summer School Skills Centers

  A. Each center will organize on a non-graded, multi-level, multi-age grouping.

  B. Formal course offerings will be provided at centers, where appropriate, for students who desire to enroll in such courses.

II. Staff Development

  A. All teachers will be provided with staff development, relative to the multi-level, multi-age, individualized educational concepts including the use of symbol systems.

  B. Seventy percent of the teachers will use at least two of the four stated symbol systems in teaching skills and content.

III. Student Outcome

  A. Eighty percent or more of the students attending the summer school program for five or more weeks will pass.

Evaluation Design:

Evaluation questions developed in relation to the information domains specified in the evaluation objectives were the focus of the evaluation data collection. Instruments were developed to elicit information from summer skills center administrators, staff, classroom observations, and student records. The data were collected by an evaluation team of staff members from the Division of Research and Evaluation who visited each of the 26 Skills Centers.

Evaluation Data Sources:

Summer Skills Center Principals -- 20 Elementary
6 Secondary

Summer Skills Center Teachers --164 Elementary
88 Secondary

Classroom Observations -- 70 Elementary
28 Secondary

Student Registration Forms -- 5,343 Elementary
4,418 Secondary

Attendance and Grade Information -- 7,541 Elementary
4,875 Secondary

Findings By Evaluation Question:

Reports of principals and teachers indicate that activities involving planning and preparation for the 1975 Summer Skills Centers occurred primarily during June, one month prior to the opening of the summer session. Although planning meetings were held at the city-wide and regional levels, program development for each center was accomplished primarily by building staff and was based on building objectives. Although classroom facilities were generally ready for use on the first day of the session, in the opinion of the principals and teachers, educational materials were not as readily available. Registration and skills prescription forms were not submitted for all students by the first day of the session.

The analysis of the data collected relating to the characteristics of the students and the instructional groupings revealed that the 1975 Summer Skills Centers served slightly more boys than girls, that the majority of the students were over fifteen years of age and were in a grade during the regular school year generally served by the junior high school--7th, 8th, or 9th. The instructional groupings were not dominated by one sex, age, or grade level.

The assignments of the principals for the summer session at the elementary level did not differ from the types of assignments they had during the regular school year, while the secondary center administrators were, with one exception, assistant principals during the regular school year. The assignments for the summer session teachers did involve changes in grade levels and subject matter or skills areas taught. Junior high school teachers during the regular school year were shifted in about equal percentages to elementary or secondary centers for the summer. The percentages of teachers assigned to teach reading and mathematics were higher in the summer program than the percentages of teachers assigned to teach those subjects during the regular school year. These shifts in assignments were not accompanied, however, by a widespread effort to cooperate and share teaching in a team-teaching situation, although the teachers who reported that they did team-teaching also reported that they participated in cooperative planning sessions.

Staff development was provided for Summer Skills Center personnel both before and during the summer program, but data indicate that it met the summer teaching needs of less than half the staff. This finding is underscored by data from the classroom observations of the Evaluation Team. Less than half of the teachers were observed using educational strategies defined as consistent with the non-graded, multilevel approach. Even fewer were incorporating at least two symbol systems into their teaching.

Summer school teachers had little information on the students they were to teach in the summer program that could assist them in developing individualized instructional sequences. Of the few prescription forms that were available, relatively few provided satisfactory diagnostic-prescriptive information on individual students.

The most frequent means of determining a student's success in the Summer Skills Centers were objective measures of student achievement sometimes combined with subjective assessment. Rarely did teachers mention the use of assessment based on prescription form skills as a criterion for evaluating a student's performance in the Summer Skills Centers.

Sixty-one percent of the secondary level students and 53 percent of the elementary level students for whom attendance records were kept for at least five weeks, were present at the Summer Skills Centers for at least five weeks of the six-week program. Of the students in this attendance category, 97 percent of the secondary center students and 90 percent of the elementary center students received passing grades at the conclusion of the program.

According to comments of summer teaching staff and administrators, the successes of the Summer Skills Centers related to positive student and staff behaviors; the problems, to a lack of educational materials and equipment; and the suggestions, to a need for earlier and more effective planning for the program.

Findings by Evaluation Objective:

Three of the five city-wide evaluation objectives were met. Each Skills Center was organized on a non-graded, multi-level, multi-age basis. Formal courses were offered where appropriate. And more than eighty percent or more of the students who attended for at least five weeks or more did pass.

One objective was partially achieved. Staff development was provided for all summer program teachers, but fewer than one-half of the teachers thought the sessions had helped them teach skills relative to multi-age, multi-level individualized educational concepts.

One city-wide evaluation objective was not met. Fewer than 70 percent of the teachers whose classrooms were observed for at least a half-hour showed evidence of using at least two of the four stated symbol systems in their teaching.

1975 SUMMER SKILLS CENTERS
EVALUATION REPORT

I. INTRODUCTION

> What we need is a multi-age, multi-level kind of grouping practice, vigorously pursued by those knowledgeable in human growth and development, so that we can begin to accommodate the massive differences in rates of growth and patterns of development which occur in human beings.
>
> Since we are educating children for the 21st century we must educate them to deal with change.
>
> -- Barbara A. Sizemore
> Superintendent of Schools
> 120 Day Report [1]

In the Superintendent's 120-Day Report presented to the Board of Education in March 1974, Barbara A. Sizemore advocated an organizational structure for the D. C. Public Schools that would group students for instruction according to their individual skill needs instead of in traditional grade levels according to ages. [2] She also identified language, mathematics, music, and art as fundamental "performatory domains," or "symbol systems" through which students could acquire the skills and knowledge to cope with a changing environment. [3]

The concept of non-graded, multi-level, multi-age instructional groupings together with the concept of a multi-disciplinary curriculum that includes a variety of symbol systems became the organizational and instructional base for the 1975 Summer Skills Centers. These Skills Centers, housed in 26 elementary and secondary buildings (see Appendix A) were designed to replace traditional summer schools with a program of individualized instruction focused on strengthening students' identified skills weaknesses. The goal of this approach was to allow students to "make up" subjects not mastered in last year's regular school year program while at the same time arming them with the basic academic tools for improving their performance in future regular school year programs.

The six-week Summer Skills Center Program began Tuesday, July 1, 1975 and ended Friday, August 8, 1975. This report presents the findings of an evaluation of the program conducted by the Division of Research and Evaluation, Office of Planning, Research, and Evaluation of the Public Schools of the District of Columbia.

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1. Sizemore, Barbara A. The Superintendent's 120-Day Report. Washington, D. C.: District of Columbia Public Schools, March 1974. p. 12, 47.
2. Ibid. p. 27-35.
3. Ibid. p. 46-47

A. Description of the Proposed 1975 Summer Skills Center Program

Planning and Preparation

Planning for the 1975 summer school program began in February 1975 with the appointment by the Superintendent of Schools of a Committee on Summer Schools, 1975. This committee, consisting of all six regional superintendents and five officers from the central administration (see Appendix B), developed a proposal for the 1975 Summer Skills Centers.[4] The proposal, adopted by the Administrative Team of the school system and circulated to all school principals in March, with minor revisions, became the basic planning document for the Skills Centers.

To develop the instructional aspects of the Summer Skills Center concept, a Summer School Task Force was appointed under the general supervision of the Associate Superintendent for Instructional Services. This Task Force (see Appendix C) included about 60 instructional personnel who divided themselves into three subcommittees: curriculum, evaluation and logistics, and staff development. The Task Force produced a document [5] that summarized the work of each subcommittee. The document defined some terms related to the Summer Skills Center concept and suggested organizational and instructional approaches to the implementation of the summer program.

Instructions for the operation and management of the Summer Skills Centers were specified in the "Operational Instructions" manual [6] prepared by the Division of Summer Schools, Continuing Education, and Urban Service Corps, a division of the Office of State Administration of the D. C. Public Schools.

In late June, prior to the July 1 opening of the Summer Skills Centers, the Office of Instructional Services conducted two morning staff development workshops to acquaint the administrators and teaching staff of the Summer Skills Centers with the concept to be implemented in the 1975 summer program.

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4. "Non-Graded, Multi-Age, Multi-Level Skills Centers, Summer, 1975." A proposal developed by the Administration of the Public Schools of the District of Columbia, 1975.

5. "Educational Skills Center, Summer-1975: Multi-Dimensional Learning." A Report of the Summer School Task Force. Public Schools of the District of Columbia, 1975

6. "Operational Instructions for the Educational Skills Centers, Summer-1975." Office of State Administration. Public Schools of the District of Columbia, 1975.

Target Population

A May 2, 1975 memorandum from the Superintendent to all school principals (see Appendix D) limited participation in the Summer Skills Center program to students in grades 3 through 12 recommended by their regular school teachers and principals. The recommendations were to be in accordance with the following designated priorities:

1. Students in grades 6, 9, and 12 who could be promoted if given the opportunity to strengthen skills and/or add to their knowledge base in a specific course.
2. Students in grades 7 through 12 who needed to make up or complete a course for promotion.
3. Students who wished to pursue advanced work.

Organization of the 1975 Summer Skills Centers [7]

"A non-graded, multi-age, multi-level Skills Center approach is recommended as the educational program design for the summer 1975," stated the proposal of the administration's Committee on Summer Schools.[8] Operationally, this became 20 Elementary Skills Centers designed to serve recommended students from grades 3 through 8, and 6 Secondary Skills Centers for recommended students in grades 9 through 12. The traditional distinction between elementary, junior high, and senior high units for instruction was eliminated in the Summer Skills Center concept. This permitted 7th and 8th grade students who had yet to master the basics in reading and mathematics to strengthen basic skills along with elementary school students having similar skill needs. Classes met in two two-hour sessions daily for six weeks.

Instructional Approach of the 1975 Summer Skills Centers

Educational Strategies

It was anticipated by the planners that the multi-age, multi-level, non-graded organizational approach would facilitate the use of a number of educational strategies beneficial to the target population.[9] These included: individualized instruction to meet individual skill needs; cross-age tutoring; flexibility in classroom grouping arrangements; the use of diagnostic-prescriptive techniques and sequential skills instruction; resource centers for skills development; team teaching and planning; and the utilization of teachers as facilitators and as coordinators of activities designed for personalized, experiential learning.

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[7] The sections of this report describing the organization and instructional approach for the 1975 Summer Skills Centers are based on the documents prepared during planning stages and identified in footnotes 4, 5, and 6, and on the philosophy presented in the Superintendent's 120-Day Report.

[8] Administration's proposal, p. 2.

[9] See the report of the Summer School Task Force.

Curriculum Content

The curriculum envisioned for the Summer Skills Centers was multi-disciplinary with emphasis on improving skills in communications and mathematics. At both the elementary and secondary centers, teachers were to develop strategies to teach communications and mathematics utilizing a variety of skills areas, namely, art, music, business education, as well as mathematics and reading. These curriculum areas--referred to by the anagram MARM for mathematics, art, reading, and music--embody the four symbol systems designated to receive instructional emphasis: numbers (mathematics), images (art), words (reading), and notes (music).

In addition to the multi-disciplinary approach to skills development, secondary centers were to offer regular courses, such as Social Studies or English, where students needed such courses to fulfill graduation requirements.

According to the administration's proposal for the 1975 Summer Skills Centers, "Teaching strategies need to be designed to make possible a broad range of learning opportunities, and alternatives for students." 10

Operation of the 1975 Summer Skills Centers

A few specific operational requirements for the management of the summer program have been important to the evaluation of the program and should be mentioned briefly. For each student recommended for the Summer Skills Center program, there was to be a registration form and a prescription form detailing the student's skills needs and suggested ways for meeting the student's needs. No students were to be permitted to register unless they had been recommended by their regular school teacher on the appropriate registration form initialed by the regular school principal.

Attendance records showing tardiness and absences were to be kept by every summer skills center teacher for each student. Under normal circumstances, a student absent for more than three days was to be dropped from the membership roll.

On-going staff development was to be a feature of each Summer Skills Center, according to the planning documents.

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10. Administration's proposal, p. 4.

B. Preparation for Evaluation

Planning

In early July, following the July 1 opening of the 26 Summer Skills Centers, the Division of Research and Evaluation of the Office of Planning, Research, and Evaluation of the D. C. school system was asked to evaluate the summer program. On July 8, 1975, the Division convened a meeting at which evaluation objectives were developed. Participating in the meeting were representatives of the regional superintendents (some of whom were members of the Summer School Program Task Force), the Associate Superintendent for Planning, Research, and Evaluation, the Assistant Superintendent for Research and Evaluation, and staff members of the Division of Research and Evaluation.

Evaluation Objectives

The July 8 meeting resulted in agreement on the following evaluation objectives which were subsequently endorsed by all regional superintendents:

I. Summer School Skills Centers

   A. Each center will organize on a non-graded, multi-level, multi-age grouping.

   B. Formal course offerings will be provided at centers, where appropriate, for students who desire to enroll in such courses.

II. Staff Development

   A. All teachers will be provided with staff development, relative to the multi-level, multi-age, individualized educational concepts including the use of the symbol systems.

   B. Seventy percent of the teachers will use at least two of the four stated symbol systems in teaching skills and content.

III. Student Outcome

   A. Eighty percent or more of the students attending the Summer School program for five or more weeks will pass.

Purpose of the Evaluation

The purpose of the evaluation conducted by the Division of Research and Evaluation was to collect information on the organization and operation of the 1975 Summer Skills Centers in order to determine the extent to which the evaluation objectives were met and to provide information useful to future summer program planning.

Evaluation Design

An evaluation design consistent with the purposes of the evaluation was developed by the Division of Research and Evaluation following the establishment of Evaluation Objectives in the July 8 meeting (see Appendix E). During the subsequent eight working days staff members of the Division of Research and Evaluation developed a series of evaluation questions and five data collection instruments. On July 21, the beginning of the third week of the six week program, an evaluation team consisting of nine Office of Planning, Research, and Evaluation staff members of the Division of Research and Evaluation began data collection in the twenty-six 1975 Summer Skills Centers.

C. General Limitations of the Evaluation Study

Time Constraints

Resources for the Division of Research and Evaluation for the Summer Skills Center evaluation were not made available until the second week in July 1975. This was after the beginning of the 1975 summer program. Therefore, there was no time for advance preparation and planning. Obtaining information on the program, planning the evaluation design, and developing the evaluation methodology and instrumentation had to be completed in about two weeks. No time was available for piloting the instruments, the data collection procedures, or the data analysis procedures due to the fact that the six-week summer school program evaluation activities had to be completed within that time frame.

Lack of Operational Definitions

The Summer Skills Center concept was described in a number of documents generated from various planning sources. However, operational definitions of the program elements were generally lacking. Multi-level, multi-age grouping of students and the non-graded instructional approach were assumed to facilitate grouping for skills needs. However, how many levels, and how many ages were to be involved was unspecified. What was to qualify as a non-graded approach was not stated. Frequently evaluators found they had to impose some definitions in order to interpret the data and assess the extent to which the objectives were achieved.

In addition, evaluation instruments were written utilizing language consistent with the skills center concept but sometimes unfamiliar to the Summer Skills Center staff. This resulted in confusion that occasionally made data difficult to interpret.

Inadequacy of Data on Student Participants

Data on students in the Summer Skills Center program were derived from three frequently conflicting sources: Registration Forms (Form 613); Attendance Forms (Form 39); and Class Grade Forms (Form 40). The lack of standardized record-keeping procedures in the Skills Centers and the magnitude of the job of matching names on one list with those on another resulted in a number of problems for evaluators. The details of the problems are specified in the methodology section of this report.

Nevertheless, it was necessary to utilize the data available. Two evaluation objectives--one concerning the multi-level, multi-age organization of the centers, and the other concerning the final grades of participating students--depended on these data.

II. THE METHOD

A. The Evaluation Design

The Information-Based Evaluation Design (IBE) [1] was selected and modified by the staff of the Division of Research and Evaluation for use in the evaluation. This design is based on the definition of educational evaluation as a process of clarifying decision needs based on the collection, analysis, and reporting of information. It includes identifying the information domains, or areas of concern to information users, stating evaluation questions relating to those domains, developing a methodology and instrument catalogue to obtain answers to the evaluation questions, and reporting the results with a view toward future decision-making.

The evaluation questions for this study were organized in information domains corresponding to the objectives agreed upon by the representatives of the regional superintendents and are presented in Appendix E. Generally, the questions addressed the planning and preparation activities for the Summer Skills Centers, the student and staff characteristics, the details of the staff development sessions, the use of symbol systems in teaching, and the methods used to determine student achievement and successful completion of the summer proprogram.

B. Procedures for Implementation of Design

The implementation of the evaluation design involved procedures relating to the management and organization of the evaluation process itself and to the development and use of the instruments used to collect the information. In order to complete the evaluation before the end of the summer program, it was necessary to create a logistical plan to encompass staffing and scheduling procedures. (This plan is presented in Appendix F.)

A total of sixteen staff members of the Division of Research and Evaluation were involved in the evaluation process over the nine-week period prior to the actual preparation of the written report. Four staff members served primarily in the capacity of managing and planning the process, three provided technical assistance in data compilation and analysis, and nine staff members were assigned to collect data in the 26 Summer Skills Centers.

Three teams of two Division of Research and Evaluation staff members each were responsible for the 20 elementary centers and one team of three members was assigned to the six secondary centers. Each team was responsible for gathering information obtained from four data collection instruments administered at the centers and for information obtained from one instrument used at the regional offices after the close of the summer session. For at least twelve working days each team spent two days in each Skills Center, interviewing the principal, distributing and collecting a staff questionnaire, observing at least three classrooms, and obtaining data on student enrollment from available records. Each team also tallied by hand the results of the staff surveys and the principal interviews for each center. Other data, from classroom observation scales and student data forms, was submitted to the Division for tallying by staff members there.

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[1] Developed by A. J. Stenner of IBEX, Inc., 1972.

In addition to the information collected by the teams, other site visits were made by another team of staff members who visited five centers (three elementary and two secondary) where Evaluation Team members had observed teachers using the symbol systems in teaching. Notes from conversations and observations of these classrooms, along with written comments of the data collection teams, constituted a source of anecdotal information used to supplement the other data.[1]

C. Instrumentation, Subjects, and Samples

All five instruments used to collect information for the evaluation were developed by staff of the Division of Research and Evaluation. Evaluation team members were familiarized with the instruments and briefed on general data collection procedures before using the instruments in the field (see Appendix G). Although time limitations prevented the administration of the instruments in a pilot study, some revisions in the instruments were made after the teams' initial visits to the centers.

Principal's Interview Guide

The Principal's Interview Guide (Appendix H) was designed to obtain comments from the summer principal with respect to the preparation, operation, and evaluation of the 1975 summer program. Evaluation team members were instructed to give the principal a general orientation to the evaluation before beginning the interview. Administrators in charge of each center were asked all questions on the Principal's Interview Guide and the responses were written verbatim by the interviewer on the interview protocol sheet. All questions but one were the same for both elementary and secondary center administrators (see Appendix H, page 3).

A total of 30 administrators were interviewed with this instrument (21 at the elementary centers--one center had two administrators--and 9 and the secondary centers--one center had three and another had two administrators interviewed.)

Upon completion of the interview, the interviewers kept the Interview Guide with the responses on it and then tallied the type and frequency of the remarks on a tally sheet provided by the Division. These tally sheets were submitted to the Division upon completion of all principal interviews and were analyzed using techniques of descriptive statistics, for inclusion in the final report.

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[1] One center, at Rudolph Elementary School, completed an evaluation of its own summer program and submitted it to the Division as a source of further information.

Staff Survey Form

The Staff Survey Form (Appendix I) was developed to obtain the views of the summer school teachers concerning preparation, planning, staff development, and evaluation of the program. Evaluation team members placed the questionnaire and a cover letter in each teacher's mail box. The letter requested that the teacher refrain from writing her/his name on the survey form. Although most questions on this instrument were different from those asked in the principal's interview, the questions dealing with successes, problems, and suggestions for change (see Appendix I, page 3) were the same for both teachers and principals.

Evaluation team members collected the Staff Surveys from the teachers by supplying them with a box in which to place the returned forms. Completed Staff Surveys were returned from 164 teachers at the elementary Skills Centers (95% of the teachers listed in the official July 11, 1975 membership total) and from 88 teachers at the secondary centers (84% of the total).

The responses from the surveys were then tallied by each team on tally sheets provided by the Division. Team members later compiled summary data sheets and used descriptive methods to analyze the data further. The responses of principals and the staff were analyzed separately and then reported together for the final presentation.

Classroom Observation Scale

The Classroom Observation Scale used during the classroom observations (Appendix J) was constructed to permit observers to note activities expected to occur and consistent with the use of non-graded, multi-level, multi-age groupings and with the use of symbol systems in teaching. Evaluation Team members were instructed to ask the principal of the center for suggestions as to which classrooms might be observed, to select at least 3 classrooms and to spend at least one-half hour in observation. Two observers were present for each classroom observation, and they were stationed in different areas of the learning space. The observers individually marked the scale during the observation period and then completed it as necessary immediately after the observation. Emphasis was placed on the fact that the purpose of the observation was not to rate or evaluate the teacher, but rather to observe instructional strategies.

After the observations at each center were complete, the team members submitted the forms to the Division Office where staff members tallied the ratings by observation, in order to determine the extent to which both observers agreed that a given activity or event had occurred during the observation period. Data analysis consisted of computing percentages for classroom observations in which both observers agreed that a given activity had occurred. Notes made by observers on their forms were used to further elucidate ratings which were unclear or incomplete.

A total of 98 classrooms were observed by the four teams--70 at the elementary centers and 28 at the secondary centers. Ninety-three classroom observations--68 elementary and 25 secondary, were used to determine if instructional strategies consistent with the non-graded approach were used since observers agreed completely on what they saw in these rooms. Seventy-two classrooms--53 elementary and 19 secondary, were used to determine if two or more symbol systems were present since observers agreed completely on what they saw in those rooms.

Student Data Form

The Student Data Form (Appendix K) was designed to use information from the summer school registration forms (Form 613) relating to the nature of the student population and the composition of each instructional grouping for each teacher at each center. Evaluation Team members recorded whatever data on sex, age, and grade level in regular school was available on students for whom a registration form existed. The total number of 9,761 registration forms (5,343 from elementary centers and 4,418 from secondary centers) used for collecting student data did not necessarily reflect the number of students who actually participated in the summer program, however. Some students for whom there were registration forms failed to appear; some who were not preregistered did appear and requested to enroll. Forms for students not attending were sometimes mixed with those for students who were attending. Further, the number of registration forms per student varied. In some cases, in accordance with prior instructions, a student taking two courses had two registration forms. In other cases, both courses were listed on one form. Thus, some students may have been represented twice by two different registration forms, one for each classroom grouping they participated in. In addition, not all the information required on the forms (grade level, age, and sex) was complete on the forms that did exist. The Division of Research and Evaluation attempted to resolve this difficulty by requesting that principals ensure the completeness of the data (see Appendix L), but the number of forms with grade level data available (4,071 from elementary centers, 2,878 from secondary centers) differed from the number with age data available (4,475 from elementary and 3,869 from secondary centers) which in turn differed from the number available with sex data recorded (5,058 from elementary and 4,253 from secondary).

The analysis of the composition of each instructional grouping depended upon the numbers of students recorded by age, grade level, and sex, and again, there were difficulties in determining which data were to be utilized, since some instructional groupings were small or lacked some information. The final sample of 255 elementary instructional groupings and 199 secondary groupings which were used contained some groupings which had insufficient data, but these were noted in the analysis. As the criterion for sufficient data, it was determined that each group had to be represented by more than five students. For classes with 10 or fewer students, more than half of the students had to be represented.

The data analysis for these samples was then completed by Division staff, who compiled summary data sheets for the student population and the instructional groupings and computed percentages of students reported by sex, age, and grade level.

Attendance and Grade Form

On the last day of the summer session each center submitted the attendance records and final grades for their students to their respective Regional Offices. The Attendance/Grade Form (Appendix M) was used to compile the statistics for centers in each region with respect to final student achievement and attendance. Evaluation team members recorded by hand the grades (pass, fail, incomplete) for those students who attended the summer centers for five weeks or more and for all other students for whom grades or attendance records were incomplete or unavailable.

The total number of students whose attendance records were available was 12,416 (7,541 elementary and 4,875 secondary). This number is higher than the total official membership taken on July 11, 1975, which was 11,845. Again, some students may have had attendance counted twice if they attended two courses and were listed separately for each one. The figure of 12,416 includes students for whom teachers failed to keep records for the entire summer session and those for whom the teacher's method of marking attendance was unclear.

Final grade data was available for 10,352 students of the 12,416 for whom there were attendance records. These numbers represent the number of grades received by the students, not the number of students themselves, since some students received more than one grade. The collected statistics on attendance and grades were then analyzed in terms of the percentages of passing grades obtained in the population of students attending summer school for five weeks or more.

III. SUMMARY OF FINDINGS BY EVALUATION QUESTIONS

A. Summer Skills Centers

In order to obtain more detailed information concerning the organization and operation of the Summer Skills Centers, data were collected from questions relating to the processes of planning and preparation for the Center programs and to the characteristics of their student and staff components (see Appendix E, pp. 4-5).

Planning and Preparation

Planning

Principals were asked to indicate when Summer Skills Centers program planning had begun, what kinds of planning meetings were held, who helped in program development, and what goals and objectives were established for the individual programs. The principals and staff were also asked if there was adequate preparation for the opening of the centers in terms of administrative and logistical support.

In general, principals reported that planning meetings were held during the month of June at the city-wide or regional level. Twenty-one principals stated that planning started during the month of June, one indicated that it began July 1; and another replied that planning in the form of research on the multi-age, multi-level concepts had begun in September, 1974. Of those principals who stated that planning began in June, eleven (9 elementary and 2 secondary) indicated that it began the last week in June. Principals in all but one of the centers commented on the types of planning meetings they attended. In seventeen centers (13 elementary and 4 secondary) there were principals who stated they participated in city-wide and/or regional meetings to plan the summer school program. Eight interviewees replied that they were not involved in planning meetings but attended meetings to obtain information or received it from other sources.

The planning process included program development in which teachers and Regional Office staff as well as principals were involved. Table 1 shows that principals and/or teachers stated that they were involved in program development at the majority of elementary centers (13 of 18), while principals and/or Regional Office staff were involved at the majority of secondary centers (5 of 6). At three centers, persons other than principals, teachers or Regional Office staff were involved: staff of the Response to Educational Needs Project (RENP) at one elementary center, a counselor and a librarian at another, and a parent and Regional Office staff at a secondary center.

Table 1

TEAMS INVOLVED IN DEVELOPING THE PROGRAMS IN 1975 SUMMER SKILLS CENTERS

TYPES OF PLANNING TEAMS	NUMBER OF CENTERS	
	ELEMENTARY	SECONDARY
Principals and Teachers	8	1
Principals Only	5	0
Principals, Regional Staff and Others	2	1
Principals and Regional Staff Only	0	3
Regional Staff and Parent Only	0	1
Others	3	0
Total[1]	18	6

---

[1] Principals at two Skills Centers reported they did not participate in program development because they were not appointed until after the beginning of the summer program.

The programs developed by these planning teams were generally based on objectives established at the local building level. Twenty-two principals (17 elementary and 5 secondary) indicated the source of their objectives, as shown in Table 2. The majority were either building level objectives only or a combination of regional/city-wide objectives and building ones. The most commonly cited building objectives are listed below, with the number in parentheses indicating the number of principals who mentioned that objective:

1. To meet individual needs of students through individualized instruction based upon prescriptive recommendations. (3)

2. To ensure that students show growth in various skill areas. (2)

3. To improve skills, especially in reading and mathematics, utilizing the multi-level, multi-age, multi-disciplinary approach. (2)

4. To organize based on the multi-level, multi-age, interdisciplinary approach. (2)

5. To provide Carnegie units for students who need them for credit or graduation. (2)

Principals at the four centers where goals and objectives were not established indicated that they did have some expectations for their programs. These were reported as follows:

1. We expect to upgrade reading and mathematics skills.

2. We expect to assure that students got subjects needed.

3. We could not set up hard and fast expectations due to insufficient preparation of staff and administrators.

4. We do not expect too much in the short time allotted.

Preparation

In terms of the kinds of preparations made to implement the summer skills programs as planned, principals and teachers were asked questions about notification dates of staff assignments and availability of educational materials, equipment and registration forms for each student. Most principals and teachers reported that they had been notified of their appointments to the Summer Skills Centers in June. Most principals said they first received notification of the size of their staff in June. One elementary center principal was not appointed until

Table 2

TYPES OF OBJECTIVES ESTABLISHED BY 1975 SUMMER SKILLS CENTERS

TYPES OF OBJECTIVES	NUMBER OF CENTERS	
	ELEMENTARY	SECONDARY
Building Only	6	4
Building and Regional or City-wide	4	0
City-wide Only	2	0
Regional Only	2	1
City-wide and Regional Only	2	0
Type not indicated	1	0
Total[1]	17	5

---

[1] Principals at Four Skills Centers indicated that no goals or objectives were established.

July 1, and another was not appointed until July 7, however, and the majority of the principals remarked that the largest number of teachers were assigned to their centers during the last two weeks of June. About half of the principals stated that they received several subsequent notifications of changes in teacher assignments which resulted in additional teachers for some and a loss of teachers for others. Seventy-seven percent of elementary and seventy-eight percent of the secondary teachers indicated they were notified of their assignments in June, while fifteen percent of the elementary and ten percent of the secondary teachers replied that they were notified of their assignments on the first day of summer school or even later.

Both principals and staff were asked if classroom facilities, books and educational materials were ready for use on the first day of school. Although most principals and teachers felt that classroom facilities were generally ready for the first day, fewer teachers felt that educational materials and books were ready.

Sixty-five percent of the principals (14 elementary and 3 secondary) indicated that all facilities, books and materials were ready for opening day. Of the principals in the nine centers where materials were not ready, six reported that they were ready by the third week in July, and for the other three centers there were no further data available.

The teachers' views of whether facilities and materials were available on the first day are shown in Table 3. Seventy-nine percent of the elementary and 89 percent of the secondary teachers felt that the classroom facilities were ready, although twice as many elementary teachers (19%) as secondary teachers (9%) felt that the facilities were not ready. In contrast, almost half the secondary (48%) and one third of the elementary (33%) teachers thought the educational materials were not ready on the first day of the summer session.

In terms of availability of registration forms for students, the majority of the elementary principals stated that not all of their teachers had registration forms with the skills prescription forms attached on opening day, nor by the fourth week of July. The majority of the secondary principals also indicated that not all of their teachers had registration and prescription forms on opening day, but most were received by the last week of July.

Summary

Reports of principals and teachers indicate that activities involving planning and preparation for the 1975 Summer Skills Centers occurred primarily during June, one month prior to the opening of the summer session. Although planning meetings were held at the city-wide and regional level, program development for each center was accomplished primarily by building staff and was based on building objectives. Although classroom facilities

Table 3

PREPARATION FOR OPENING DAY

PREPARATION ON OPENING DAY	PERCENT OF TEACHERS RESPONDING	
	ELEMENTARY	SECONDARY
Classroom Facilities Ready		
Yes	79	89
No	19	9
No Response	2	2
Educational Materials Ready		
Yes	65	48
No	33	48
No Response	2	4

were generally ready for use on the first day of the session, educational materials were not as readily available. Registration and skills prescription forms were also not submitted for all students by the first day of the summer session.

Characteristics of Students and Instructional Groupings

Characteristics of Students

Data were collected to determine the characteristics of the student population of the Summer Skills Centers. Registration forms provided information on the sex, age and grade level of the students and revealed that slightly more boys than girls were reported in the centers, that most students were reported in seventh, eighth, and ninth grades, and that more than half of all the students were fifteen years old or older.

Table 4 below shows that there was a higher percentage of boys reported in the elementary centers (59%) than there were in the secondary centers (54%).

Table 4

STUDENTS IN 1975 SUMMER SKILLS CENTERS REPORTED BY SEX

SEX	STUDENTS REPORTED			
	ELEMENTARY CENTERS		SECONDARY CENTERS	
	Number	Percent	Number	Percent
Male	2,991	59	2,298	54
Female	2,067	41	1,955	46
Total	5,058	100	4,253	100

The distribution of students according to their age at registration is presented in Table 5. It shows that 51% of the students in the elementary centers were fourteen years of age or older, with the largest number of students (797) reported as fifteen years old. In the secondary centers, 75% of the students registered were seventeen years old or older, with the largest number (1,838 or 46%) reported as eighteen years old or older.

Table 5

STUDENTS IN 1975 SUMMER SKILLS CENTERS

REPORTED BY AGE AT REGISTRATION

Age Levels	Students Reported			
	Elementary Centers		Secondary Centers	
	Number	Percent	Number	Percent
Six	1	-		
Seven	3	-		
Eight	6	-		
Nine	82	2	1	-
Ten	348	8	0	-
Eleven	586	13	0	-
Twelve	615	14	1	-
Thirteen	601	12	2	-
Fourteen	677	15	16	1
Fifteen	797	18	176	5
Sixteen	571	13	717	19
Seventeen	165	4	1118	29
Eighteen and Over	23	1	1838	46
Total	4475	100	3869	100

The grade levels of the students during the regular school year were distributed as shown in Table 6. Fifty four percent of the students had been in the seventh or eighth grade, with the largest percentage (34%) of students in the elementary centers from the eighth grade. The largest percentage in the secondary centers, 42%, had been in the ninth grade during the regular school year, with 24% reported in the tenth grade. Thus, two-thirds of the students in the secondary centers had been in the ninth and tenth grades.

It is interesting to note several patterns of distribution of students at certain grade levels. At the elementary level, as depicted in the graphs in Figures 1 and 2 on pages 23 and 24, there were three centers which reported a higher percentage of sixth graders than any other elementary centers, and the remaining seventeen centers reported a high percentage of eighth graders and a low percentage of sixth graders.

Among the secondary centers, three demonstrated a sharply peaked grade distribution (50% - 87%) in the 9th grade, while the other three exhibited a rather even pattern, with 17% to 34% of the reported students falling in each of the four grades.

Table 7 shows a summary comparison of the percentages of students, by age and grade level at registration, in the Summer Skills Centers. Although data collected did not match age and grade level of individual students, the concentrations of ages and grade levels of students in the centers can be viewed in Table 7. Thirty-four percent of the students in the elementary centers were reported in the eighth grade, for example, and 36% of the students were fifteen years or older, suggesting that about one-third of the students may have been at least two years over-age for their grade level. This indication is even stronger for students in the secondary centers. Sixty-six percent were in the ninth and tenth grades but 75% were seventeen years old or older, again suggesting that a significant proportion of students may have been two years over-age for their grade level.

Characteristics of Instructional Groupings

The student population of the Summer Skills Centers described in the previous section was distributed into various types of instructional groupings at each center. These were generally composed of a mixture of ages, grade levels and sexes, and students were assigned to them according to criteria established by the principals.

The majority of principals interviewed stated that assignments to instructional groupings were made randomly, according to student needs, courses requested and staff proficiency. The criteria used to assign teachers to instructional groupings involved the subject matter speciality and choice of the individual teacher. Some groupings concentrated on subject areas which were offered as formal courses for Carnegie unit credits.

Table 6

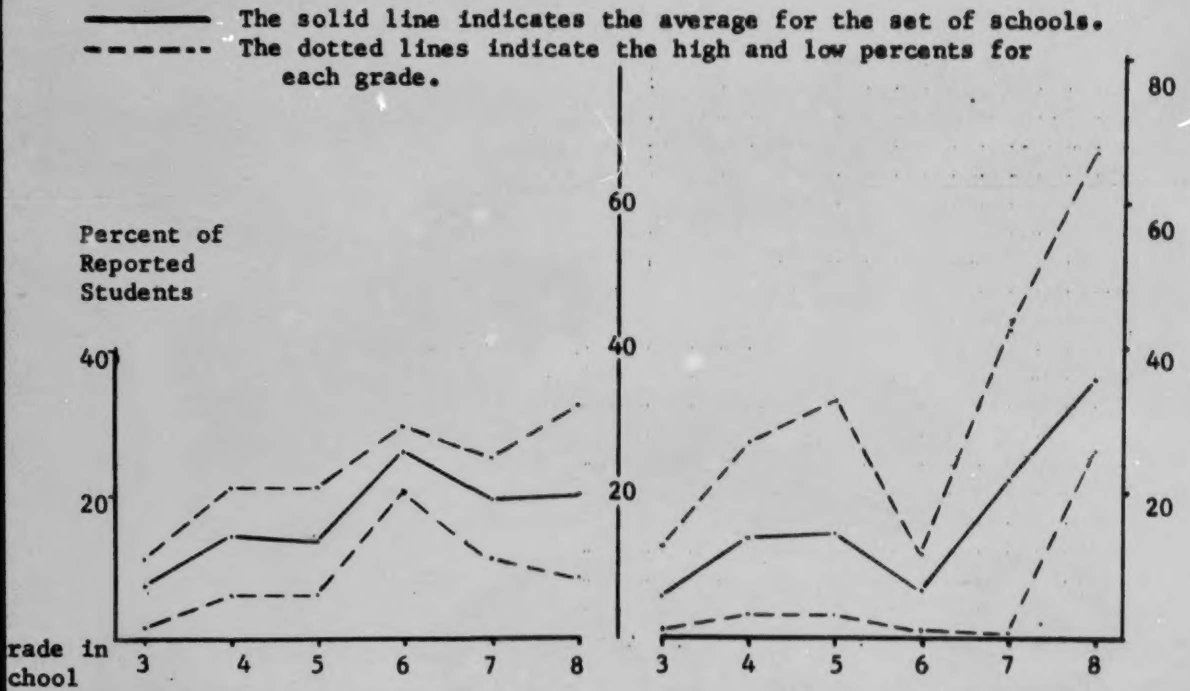
STUDENTS IN 1975 SUMMER SKILLS CENTERS

REPORTED BY GRADE LEVEL IN 1974-75 SCHOOL YEAR

Grade level in 1974-75 School Year	Students Reported			
	Elementary Centers		Secondary Centers	
	Number	Percent	Number	Percent
1	1	-		
2	9	-		
3	262	6		
4	584	14		
5	613	16		
6	395	10		
7	823	20	1	-
8	1378	34	21	1
9	4	-	1204	42
10	2	-	707	24
11	0	-	521	18
12	0	-	424	15
Total	4071	100	2878	100

Figure 1

TWO PATTERNS OF DISTRIBUTION OF ELEMENTARY SUMMER SCHOOL STUDENTS, BY GRADE, 1975



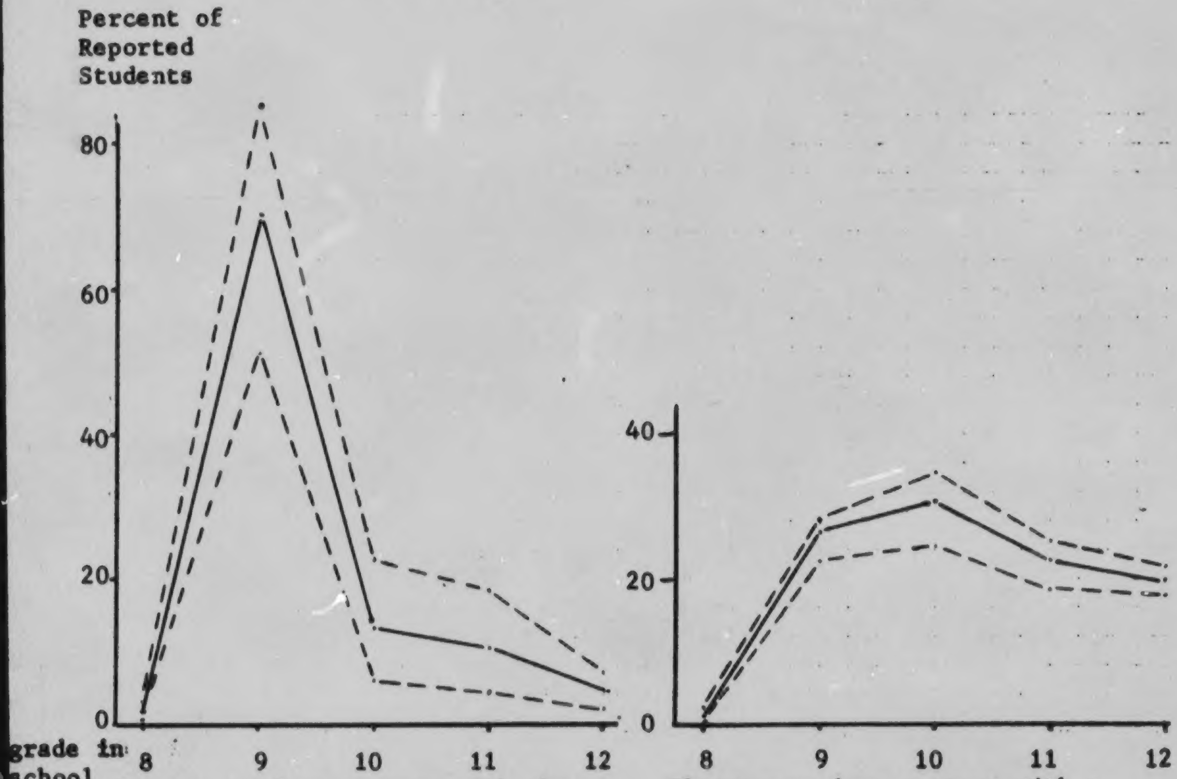
Three elementary centers with a high percentage of 6th graders.

Seventeen elementary centers with a high percentage of 8th graders and a low percentage of 6th graders.

Figure 2

TWO PATTERNS OF DISTRIBUTION OF
SECONDARY SUMMER SCHOOL STUDENTS, BY GRADE, 1975

——— The solid line indicates the average for the set of schools.
- - - - - The dotted lines indicate the high and low percents for each grade.



Three secondary centers with the highest percentage of students in the ninth grade.

Three secondary centers with a relatively even distribution of students between the grades.

Table 7

PERCENTAGES OF STUDENTS BY AGE AND GRADE LEVEL AT REGISTRATION

ELEMENTARY CENTERS			
AGES	PERCENT OF STUDENTS	GRADE LEVEL	PERCENT OF STUDENTS
Nine	2	Third	6
Ten	8	Fourth	14
Eleven	13	Fifth	16
Twelve	14	Sixth	10
Thirteen	12	Seventh	20
Fourteen	15	Eighth	34
Fifteen	18		
Sixteen	13		
Seventeen	4		
Eighteen and over	1		

SECONDARY CENTERS			
AGES	PERCENT OF STUDENTS	GRADE LEVEL	PERCENT OF STUDENTS
Fourteen	1	Ninth	42
Fifteen	5	Tenth	24
Sixteen	19	Eleventh	18
Seventeen	29	Twelfth	15
Eighteen and over	46		

Principals of all secondary centers stated that all students in their centers elected to participate in those formal course offerings.

The composition of each instructional grouping was analyzed in terms of the number of grade levels, ages, and the ratio of boys to girls. Figure 3 on page 27 displays the number of grade levels included in instructional groupings. The graph shows that two, three, and four grade levels were most likely to be represented in the elementary centers, while four grade levels were represented in 25% of the secondary centers. Almost the same percent of instructional groupings at the secondary centers (23%) had only one grade level, however. The number of groupings with insufficient grade level data represents those for whom there were five or fewer students reported in the group.

Figure 4 on page 28 presents the number of age levels included in instructional groupings. It shows that a total of 48% of the groupings at the elementary centers had four or five age levels, while a total of 75% of the groupings had three or four age levels in the secondary centers.

In terms of the proportion of boys in instructional groupings as depicted in Figure 5 on page 29, nearly half of the instructional groupings (49%) of the elementary and 47% of the secondary) had a range of 45-64% boys. In the secondary centers the largest concentration of instructional groupings (19%) had 50-54% boys, while the largest concentration of instructional groupings at the elementary centers (also 19%) had 60-64% boys.

In addition to the analysis of all the Summer Skills Centers, instructional groupings in terms of grade levels, ages and proportion of boys, a profile describing these dimensions for each skills center was also developed. The charts on pages 30, 31 and 32 present the profiles of each center, indicated by an assigned number to maintain anonymity. Each symbol * (asterik) on the charts represents one instructional grouping. Figure 6, showing the number of grade levels in instructional groupings at each skills center (page 30), lists the possible number of grade levels, from one to six, and also shows "cross levels" at each center. This category contains the number of instructional groupings where sixth graders were combined with seventh or eighth graders at the elementary level or junior high students (ninth graders) were combined with senior high students (tenth-twelfth graders) in the secondary centers. All secondary centers and 15 elementary centers had instructional groupings with "cross levels."

The chart showing the profiles of the centers with respect to age, Figure 7 on page 31, reveals that one elementary center and two secondary centers had a total of 7 instructional groupings in which only one age was represented. The chart showing the profiles of the centers in terms

Figure 3
NUMBER OF GRADE LEVELS IN INSTRUCTIONAL GROUPINGS

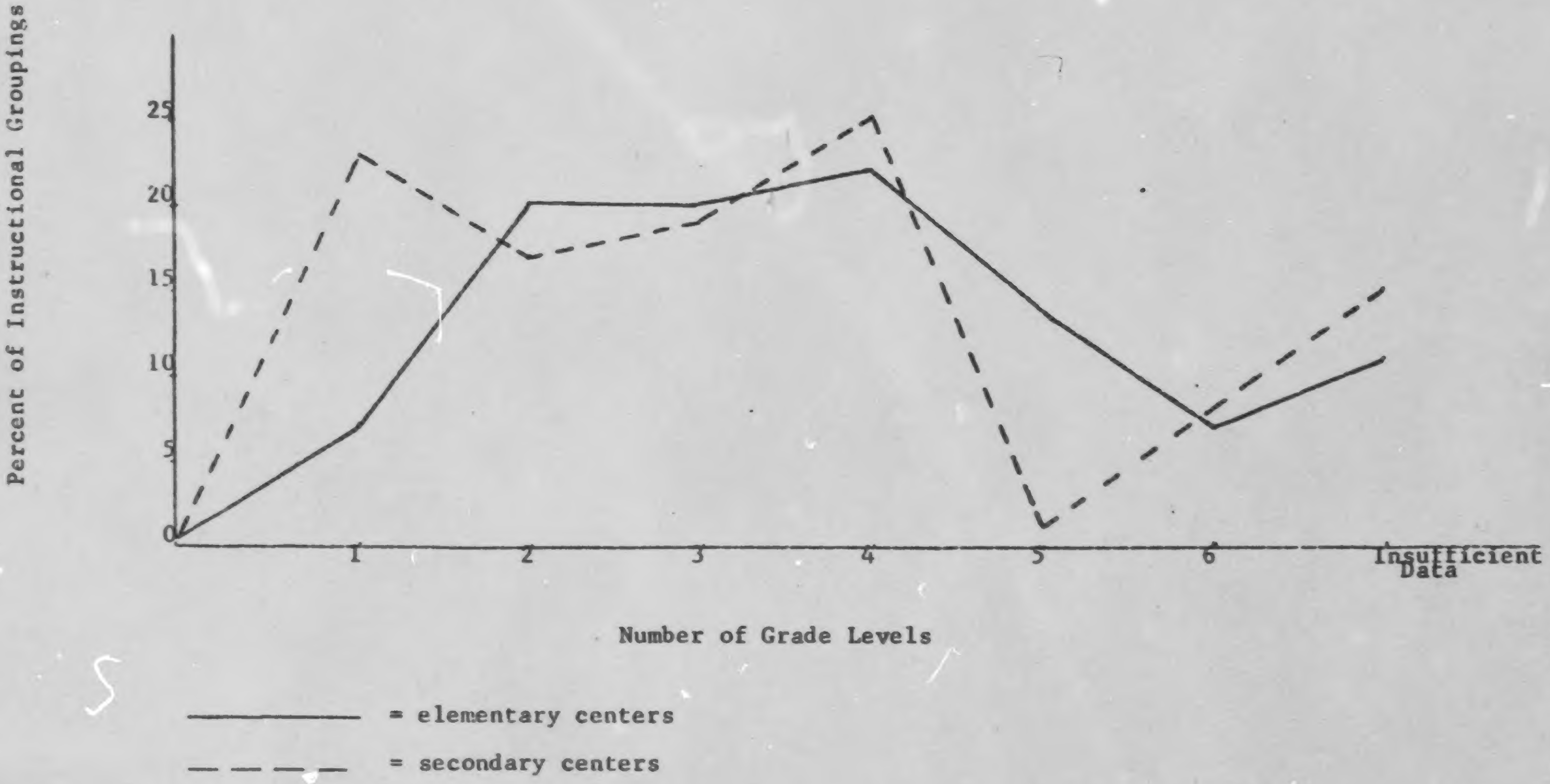


Figure 4
NUMBER OF AGE LEVELS IN INSTRUCTIONAL GROUPINGS

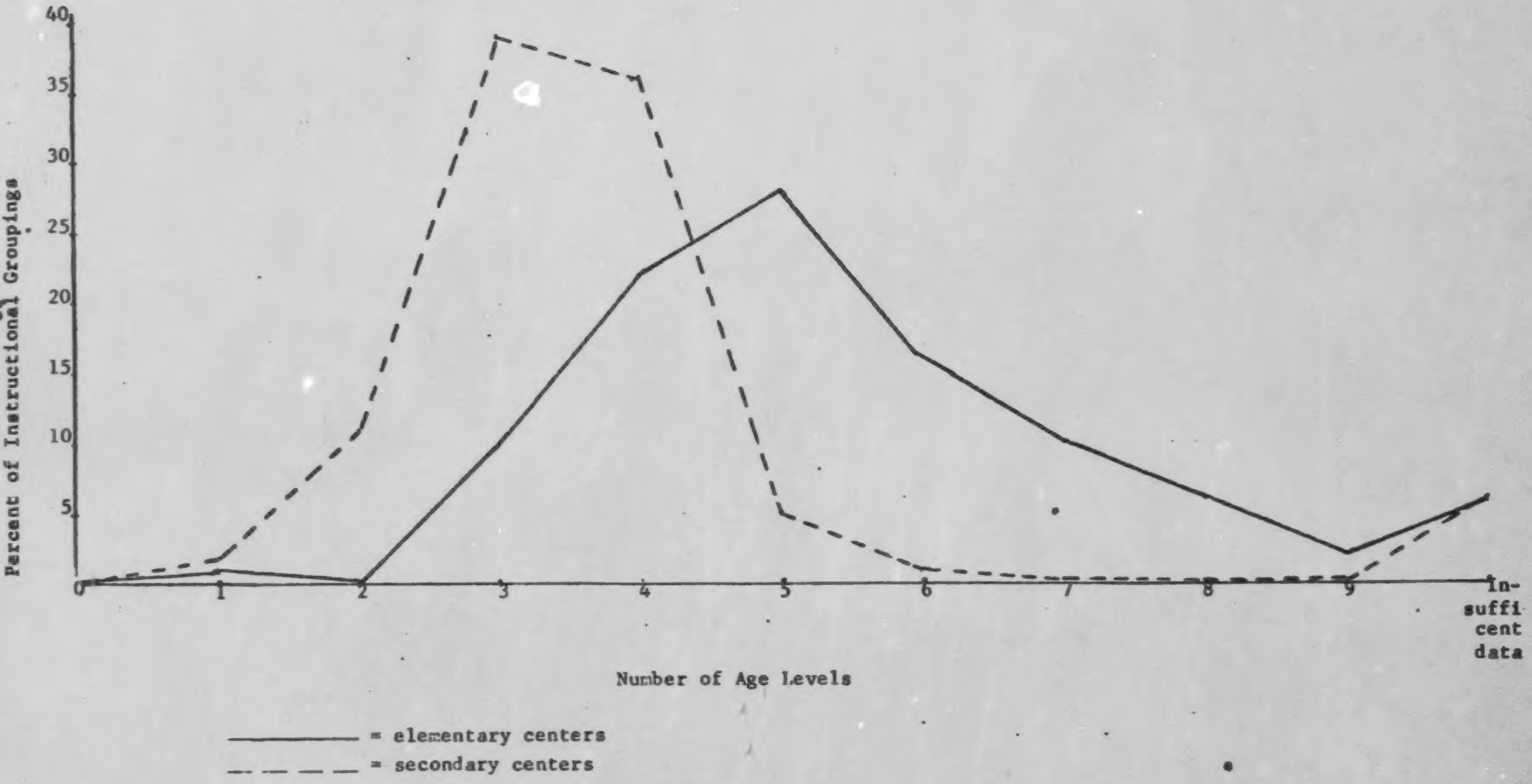


Figure 5

DISTRIBUTION OF SEXES IN INSTRUCTIONAL GROUPINGS IN THE 1975 SUMMER SKILLS CENTERS

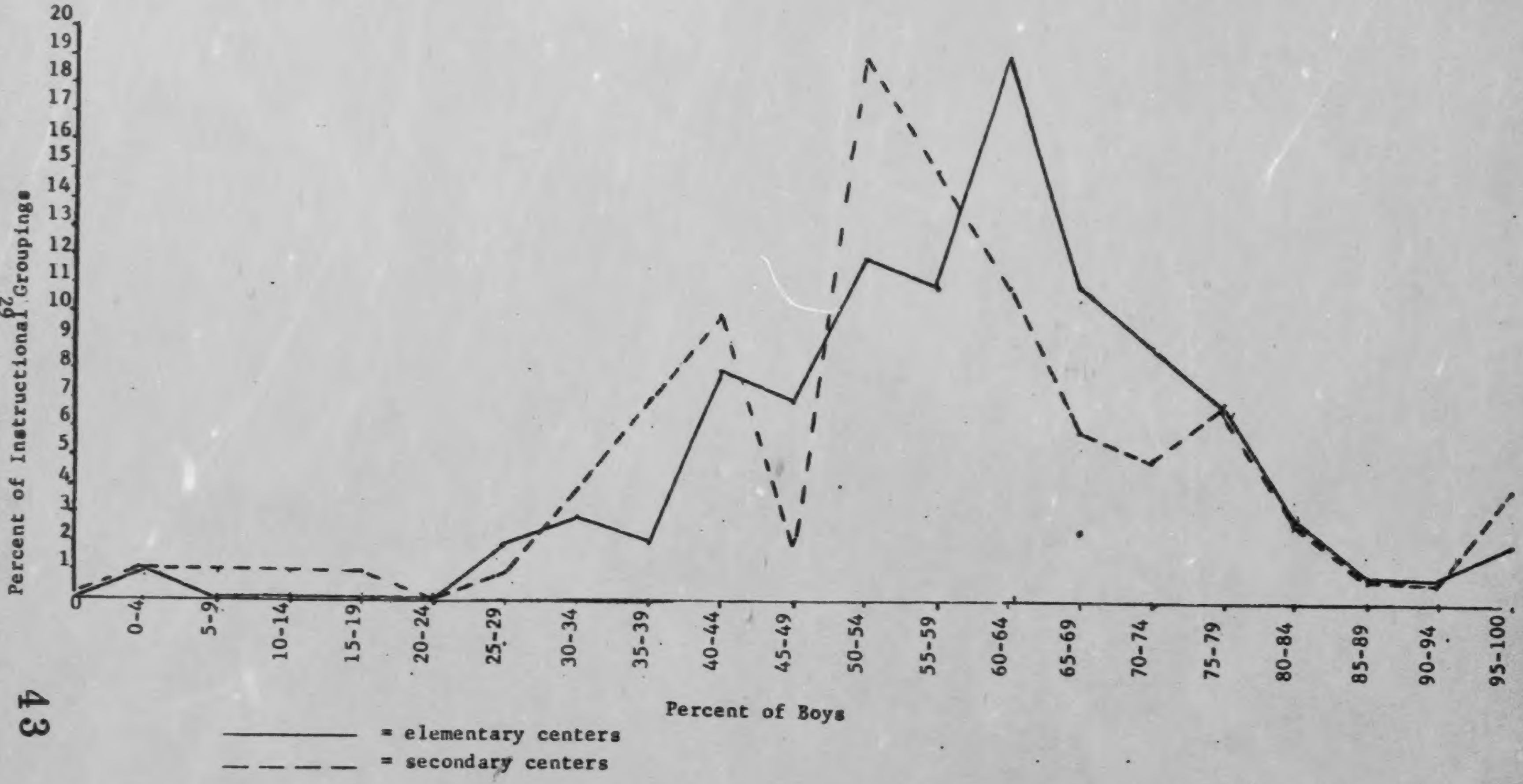


Figure 6

NUMBER OF GRADE LEVELS IN INSTRUCTIONAL GROUPINGS AT EACH SKILLS CENTER

CENTERS	NUMBER OF INSTRUCTIONAL GROUPINGS IN GRADE LEVELS						
	ONE GRADE LEVEL	TWO GRADE LEVELS	THREE GRADE LEVELS	FOUR GRADE LEVELS	FIVE GRADE LEVELS	SIX GRADE LEVELS	CROSS LEVELS
ELEMENTARY:							
1		***	***	**			*
2		****	***	***	**	*	**************
3		*******	**	*	***		***
4		**	****	***	**	*	*******
5	******	*	**	**			
6			*	***	*****	***	************
7		**	***	*******	*		***********
8		***	***	*			**
9	*	******	****	***			**
10	*	****	***	*			
11	*	***	******	*****	***		************
12	****	******	****	**			*
13	**		***	**	*		
14		**	****	****	****	**	
15				***	*	***	*******
16			*		**	***	******
17			*	*	*		***
18	**	***		****			*****
19			***	***	*******	****	
20		******	**	******	**		*****
SECONDARY:							
21	***********	***	********	*********			************** ***
22	*******	*********	**********	****			************** ***
23	**********	*******	*********	***			**************
24	***********	*********	**	***			************
25	*	***	*******	*********** ***********			************** ************** ******
26	*****	****	**	*******	*		************** *****

*=One Instructional Grouping

Figure 7

NUMBER OF AGE LEVELS IN INSTRUCTIONAL GROUPINGS AT EACH SKILLS CENTER

CENTERS	NUMBER OF INSTRUCTIONAL GROUPINGS IN AGE LEVELS								
	ONE AGE	TWO AGES	THREE AGES	FOUR AGES	FIVE AGES	SIX AGES	SEVEN AGES	EIGHT AGES	NINE AG
ELEMENTARY:									
1				*	*****	*			
2			*	**	**	**	****	****	*
3				****	******	*	*		
4			*	**	**	****	**		
5			**	******	***				
6				*	*	**	*******	*	
7				*	***	****	**	**	*
8	**		*****	****	****	*			
9			**	*****	****	*	*		
10			***	***	***	**			
11				*******	**	*******	*	*	
12				*****	*********	**			
13			***	**	*	**			
14			*	***	*****	***	***	*	
15					**	*	**	*	*
16				*			*	****	
17				**	**				
18		*	***	**	***	*			
19			***	***	*******	***	*		
20			*	***	*******	***	*	*	
SECONDARY:									
21		***	********* ***	********* ***	****				
22	****	******* ***	********* *********	*********					
23	*	*****	********* ***	********		*			
24			********* *********	********* ******					
25		***	********* ********	********* *****	*				
26		*	*	********* *****	****				

*=One Instructional Grouping

of proportions of boys, Figure 8 on page 33, illustrates the finding that six elementary centers and four secondary centers had a total of sixteen instructional groupings composed predominantly of one sex.

Summary

The analysis of the data collected relating to the characteristics of the students and the instructional groupings revealed that the 1975 summer skills centers served slightly more boys than girls, that the majority of students were over fifteen years of age and were in a grade during the regular school year served by the junior high school. Data also showed that the instructional groupings were not dominated by one sex, age or grade level.

Characteristics of Staff

Summer and Regular Year Assignments

The analysis of the staff survey data and the principal interview responses revealed that there were some differences between the regular year assignments of the principals and staff and their actual assignments during the summer session.

Most of the principals in the elementary centers also served as principals during the regular school year, while most principals in the secondary centers were assistant principals during the regular school year. In eighteen (18) of the elementary skills centers the summer school principal interviewed was also the winter school principal of that school. At the remaining two (2) elementary schools the persons interviewed were an acting summer school principal at one center and a program coordinator at the other, both of whom were regular winter school assistant principals.

There was only one (1) secondary skills center where the interviewee was the principal and also the regular winter school principal at that school. At another (1) center a team of three coordinators was interviewed. They were assistant principals in regular winter school. In the remaining four (4) secondary skills centers the interviewees were summer school principals whose regular winter school positions were assistant principals.

The largest percentages of teachers assigned to the elementary and secondary skills centers were junior high school teachers during the regular school year. More teachers taught combined grade levels at the elementary centers than at the secondary ones. Table 8 shows that 10% of the teachers at the elementary centers taught at the senior high level during regular school year, and 5% of the teachers at the secondary centers taught at the elementary level during regular school. Thirty-eight percent of the teachers at the summer school elementary centers indicated

Figure 8

PERCENT OF BOYS IN INSTRUCTIONAL GROUPINGS AT EACH SKILLS CENTER

CENTERS	NUMBER OF INSTRUCTIONAL GROUPINGS BY PERCENTS OF BOYS																			
	100-95	94-90	89-85	84-80	79-75	74-70	69-65	64-60	59-55	54-50	49-45	44-40	39-35	34-30	29-25	24-20	19-15	14-10	9-5	4-0
ELEMENTARY:																				
1						**	**	*			*	*		*						
2					*	*	*	**	*	***** *	**	*			*					
3	*			*	*	**	***	**		*		*								
4						*		***	****	***	*									
5						****	*	***** *												
6						*	*	***	*	**	**	**								*
7		*		*				**		**	***	***		*						
8	*						*	*	*	**		***	*	**	**			*		*
9	**				*			***	*	***	***	*								
10	*		*	*		**	*	**	*	*		*		*						
11				**	*	*	****	*****	*****											
12					*		*	**	****	***	**	*	*	*						
13			*		**	*	*	*		*		*								
14			*		***	*	***	*****	***											
15	*				*	*		***	*		*									
16							*	*		**	*	*								
17					**		*													
18				*		*	*	***		*		*	*		*					
19				*	*	**	*****	*	*	*		**	*	*	**					
20		*			***	*	*	**	***	**	*	*	*							
SECONDARY:																				
21	**				***	***	**	****	***	***** *	**	*	***	*						
22			*	*	*****	***	***	***	***** **	*****	**	***** **	*	**				*	*	
23	*****			**	*		*	***	***	***** ***		***	***		*		*			*
24	*			*	**	***	*****	*****	****	*****		*	****	***						
25		*		**	***	**	*	*****	***** **	***** **		*****	*	**						
26							*	*	*****	***** *	*	***	**	*						

*=One Instructional Grouping

Table 8

SUMMER AND REGULAR YEAR TEACHING ASSIGNMENTS BY GRADE LEVELS TAUGHT

GRADE LEVELS TAUGHT	ASSIGNMENTS OF TEACHERS			
	AT ELEMENTARY CENTERS		AT SECONDARY CENTERS	
	REGULAR YEAR	SUMMER	REGULAR YEAR	SUMMER
Elementary	42%	21%	5%	1%
Junior High	38%	15%	44%	2%
Elementary and Junior High	5%	47%	1%	-
Senior High	10%	-	47%	65%
Other	2%	-	1%	-
No Response	3%	17%	2%	32%

they taught at the junior high school level during the regular school year. Forty-four percent of the teachers in the secondary centers stated they taught at the junior high school level during the regular school year. Whereas five percent of the elementary center teachers reported they taught at both elementary and junior high school level during the regular school year, forty-seven percent reported they were teaching combined grade levels during the summer session. This was not true for the teachers at the secondary centers, where teaching of a combination of levels was not reported. Sixty-five percent of the teachers said they were teaching at the senior high level during the summer and 2% reported they were teaching at the junior high level.

The teaching assignments in terms of subject areas also showed some variations between regular year subjects and summer skills taught, as shown in Table 9. During the regular year the largest percentages of teachers at the elementary centers indicated they taught mathematics (28%) or all subjects (17%); the largest percentages of them reported being assigned to teach reading (56%) and/or mathematics (53%) during the summer, however. At the secondary centers the largest percentages of teachers indicated they taught English (24%) or mathematics (22%) during the regular school year; the largest percentages of them reported being assigned to teach reading (34%) and mathematics (19%) during the summer, however.

The assignments of the teachers in each center were analyzed with respect to four target subject areas: mathematics, art, reading, and music. The data, as displayed in Table 10, revealed that in the 20 elementary centers, five had teachers assigned for all four skills areas; six centers had teachers for three of the skills areas; and nine had teachers for two (mathematics and reading). In the six secondary centers, one had teachers assigned for all four areas; three had them for three areas only; one had them for two (mathematics and reading), and one had teachers assigned for only one area (reading).

Team-Teaching

With respect to teacher assignments involving team teaching, results from the staff survey indicated that the percentage of teachers who reported their involvement in team teaching was relatively low and that the largest percentage of those who were involved generally met daily to plan their lessons. Seventeen secondary teachers (19% of the respondents) indicated they were involved in team teaching, while 62 (or 38%) of the elementary teachers stated that they were in team-teaching situations. Of the 20 elementary centers, 14 had 50% or fewer of their teachers involved in team-teaching, 5 had more than 50% involved, and one had 100% of its teachers in team-teaching. All six of the secondary centers had fewer than 50% of the teachers in team teaching.

Table 9

SUMMER AND REGULAR YEAR TEACHING ASSIGNMENTS BY SUBJECTS TAUGHT

SUBJECTS TAUGHT[1/]	ASSIGNMENTS OF TEACHERS			
	AT ELEMENTARY CENTERS		AT SECONDARY CENTERS	
	REGULAR YEAR	SUMMER	REGULAR YEAR	SUMMER
English	4%	10%	24%	15%
Reading	11%	56%	3%	34%
Social Studies	13%	6%	15%	3%
Science	8%	4%	10%	5%
Mathematics	28%	53%	22%	19%
Art	7%	6%	5%	2%
Music	11%	6%	6%	5%
Business Education	5%	2%	10%	7%
Physical Education	1%	1%	6%	5%
All Subjects	17%	1%	1%	5%
Other	4%	2%	2%	1%
No Response	5%	10%	3%	24%

[1/] Some teachers taught more than one subject

Table 10

TEACHER ASSIGNMENTS
MATHEMATICS, ART, READING AND MUSIC

CENTERS	SKILLS			
ELEMENTARY	MATHEMATICS	ART	READING	MUSIC
1	X		X	X
2	X		X	
3	X	X	X	X
4	X	X	X	X
5	X		X	
6	X		X	
7	X	X	X	
8	X		X	
9	X		X	X
10	X	X	X	X
11	X		X	
12	X		X	
13	X		X	X
14	X		X	X
15	X		X	
16	X		X	
17	X	X	X	X
18	X	X	X	
19	X		X	
20	X	X	X	X
SECONDARY	MATHEMATICS	ART	READING	MUSIC
21	X		X	X
22	X		X	X
23	X		X	
24	X	X	X	X
25			X	
26	X	X	X	

Almost one-third of the teachers indicated they met daily to plan for team-teaching, but secondary teachers indicated they spent more time in planning sessions than did elementary teachers. The largest percentage (29%) of both elementary and secondary teachers indicated they were involved in daily planning. The largest percentage of elementary teachers (42%) indicated they spent one-half hour or less in planning, while 30% of the secondary teachers, the highest percentage for that group, reported they spent one hour or more in planning time.

Summary

The assignments of the principals for the summer session did not differ from the types of assignments they had during the regular school year, except for the secondary center administrators who were, with one exception, assistant principals during the regular school year. The assignments for the summer session teachers did involve changes in grade levels and subject matter or skills areas taught, however. Junior high school teachers during the regular year were shifted in about equal percentages to elementary or secondary centers for the summer, and the percentages of teachers assigned to teach reading and mathematics in the summer were higher than the percentages of teachers assigned to teach those skills during the regular year. These shifts in assignments were not accompanied by a widespread effort to cooperate and share teaching in a team-teaching situation, however, although the percentage of teachers who reported that they did team-teach also participated in planning sessions together.

B. Staff Development

In accordance with the administration's proposal for Summer Skills Centers, staff development was provided in city-wide sessions before the opening of the summer school and was on-going at local and regional sites as the summer session progressed. Data concerning these staff development sessions were collected from interviews with the Center's principal, staff surveys, and from materials distributed by the Office of State Administration, Division of Summer Schools, Continuing Education and Urban Service Corps.

Characteristics of Staff Development

The city-wide staff development sessions held prior to the beginning of the Summer Skills Centers took place on two mornings during the last week of June. According to "Operational Instructions" manual for the Summer Skills Centers,[1] these two sessions focused on clarifying the non-graded, multi-level, multi-age approach to be used in the Skills Centers and emphasized the individual instructional approach. Some attention was given to setting staff development priorities for on-going staff development sessions.

Throughout the summer, staff development sessions were held at local and regional sites. All six of the principals at Secondary Skills Centers and eighteen of the twenty principals at Elementary Skills Centers reported that staff development sessions were being held at their centers. Of the two elementary summer school principals who told interviewers there were no staff development sessions being held at their centers, one said the teachers had attended a regional session and the other said there had been no time for staff development up to the time of the interview.

Table 11 indicates the frequency of, the length of, and the staff members responsible for staff development sessions in the 18 elementary and six secondary centers where they were being conducted. The table shows that 7 elementary centers and one secondary center held weekly sessions lasting from one to two hours each. At 5 elementary centers and 2 secondary centers, sessions were held every other week and lasted anywhere from one hour to four hours a time. Data on the content of these sessions were not collected. Informal discussions with teachers and principals would suggest that the content varied from center to center and from session to session with common emphasis on techniques for individualizing instruction and for utilizing various symbol systems.

Attendance

Staff development sessions held prior to the opening of the Summer Skills Centers were attended by all the principals and almost all the teachers who had received their summer school assignments by June 24 and June 25--the dates of the city-wide staff development sessions. According to the data shown below, from principal interviews and staff survey responses, almost all the principals and about three-fourths of the teachers attended both of these morning sessions. The percent of teachers and principals at each level who

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[1] Office of State Administration, "Operational Instructions." Program for staff development sessions. p. 4.

Table 11

CHARACTERISTICS OF ON-GOING STAFF DEVELOPMENT SESSIONS 1975 SUMMER SKILLS CENTERS

NUMBER OF CENTERS	FREQUENCY OF SESSIONS	LENGTH OF SESSIONS	STAFF RESPONSIBLE
ELEMENTARY:			
4	One meeting held as of the 4th week of July	1 to 2 hrs; All Day (1 center)	Region
7	Weekly	1 to 2 hrs	Region and Principal (3 ctrs.) Principal and Staff (2 ctrs.) Principal (1 center) Supervisor and Teachers (1 center)
5	Biweekly	1 to 2 hrs	Region (1 center) Region and Principal (1 ctr.) Principal (1 center) Principal and Head Teacher (1 center) Team Leader (1 center)
2	Daily	½ hr	Region and Principal (1 ctr.) Principal and Staff (1 ctr.)
SECONDARY:			
3	Two meetings as of 4th week	1 to 2 hrs	Region and Principal
1	Weekly	1½ hrs	Region
2	Biweekly	4 hrs (1 center); 1½ hrs (1 center)	Region, Principal and Staff Principal and Staff

attended the sessions is as follows:

NUMBER OF SESSIONS ATTENDED	PERCENT ATTENDING TEACHERS ELEMENTARY	 TEACHERS SECONDARY	 PRINCIPALS ELEMENTARY	 PRINCIPALS SECONDARY
Two	70	76	89	100
One	7	5	0	0
None	22	18	11	0
No Response	1	1	0	0

Two of the principals and 13 percent of the teachers reported that they had not been appointed to the Summer Skills Centers staff until after July 1 (see page , above). Therefore, they could not have participated in staff development sessions held during the last week of June.

Staff development sessions held at local and regional sites during the Summer Skills Center program were attended by 75 percent of the elementary center teachers and by 82 percent of the secondary center teachers, according to staff survey responses. Twenty-two percent of the elementary center teachers and 18 percent of the secondary center teachers said they were not "currently participating" in staff development. This could mean either that they were not involved in staff development at any time during the summer, or that staff development sessions scheduled for them had already taken place.

Evaluation

Summer Skills Center teachers were asked in the Staff Survey to evaluate several aspects of their staff development experiences. They were asked to differentiate between the city-wide sessions held prior to the summer school and those on-going sessions held at local and regional sites during the summer program. Table 12 on the next page summarizes the responses.

Generally, the teachers at both elementary and secondary centers reported greater satisfaction with the on-going staff development sessions than with the city-wide sessions held prior to the beginning of the summer school. The data in Table 12 show that a larger percent of teachers responded positively, i.e. "agree", to questions about the on-going sessions than to those about the city-wide sessions. In some cases this percentage almost doubled.

Table 12

TEACHER EVALUATIONS OF STAFF DEVELOPMENT SESSIONS

TOPICS	STAFF DEVELOPMENT SESSION	PERCENT OF TEACHERS RESPONDING							
		ELEMENTARY				SECONDARY			
		AGREE	UNDECIDED	DISAGREE	NO RESPONSE	AGREE	UNDECIDED	DISAGREE	NO RESPON
A. Staff development sessions prepared me to:									
1. Teach skills in a multi-age, multi-level, non-graded setting	Before	26	14	25	34	25	22	26	27
	During	48	15	19	19	42	19	12	17
2. Use different symbol systems in my teaching	Before	18	17	22	43	13	28	25	34
	During	30	18	18	34	22	28	24	26
B. Staff development sessions met my summer session teaching needs.	Before	21	19	27	14	24	24	25	27
	During	40	18	24	19	40	25	22	14
C. Staff development sessions were:									
1. Well-prepared	Before	50	8	14	28	53	15	13	19
	During	65	9	7	20	67	14	7	13
2. Adequate in length	Before	40	7	26	27	51	8	16	25
	During	62	8	12	18	69	9	9	13

However, the responses indicate that less than half the teachers thought that the staff development sessions prepared them to teach in the multi-level, multi-age Summer Skills Center setting. The data in Table 12 show that between 40 and 48 percent of the teachers rated this aspect of staff development sessions positively. Even fewer -- 30 percent of the elementary center teachers and 22 percent of the secondary center teachers -- thought the sessions had helped them to use different symbol systems in their teaching. However, more than half the teachers gave a positive rating to the items concerning the adequacy of the preparation and the length of the staff development sessions.

Staff Development Needs

A staff survey question asked: "What problems, if any, do you think need to be addressed in the staff development sessions?" About 62 percent of the skills center teachers responded: 101 teachers from elementary centers cited 120 problems, while 55 teachers from secondary centers cited 61 problems. The responses are displayed in Table 13. The issues mentioned most frequently at both levels were the need for training in techniques of skills development teaching and the lack of educational equipment and materials.

Sixty-three percent of the elementary center teachers and 47 percent of the secondary center teachers indicated they needed training in methods and techniques appropriate to the skills development approach. In six (6) instances, direct reference was made to the problems of multi-age, multi-level classes. Respondents at secondary centers indicated their concern for lack of educational equipment and materials more frequently than did respondents at the elementary centers. Whereas 27 percent cited this as a problem at levels 9 through 12, 12 percent indicated this lack as a problem at levels 3 to 8.

Utilization of Educational Strategies

To assess the extent to which teachers were using educational strategies consistent with the non-graded approach (according to Summer Skills Centers planning documents), evaluation team classroom observers noted a number of characteristics of the classrooms they visited: the type of instructional groupings being used; the number of times these groupings changed during the half-hour observation period; the percent of students involved in cross-level tutoring; the percent of students working on individualized assignments; and the percent of pupils working together on group projects. There was no attempt in this evaluation to imply that any particular educational benefits derived from the use or non-use of these identified strategies. Further, the strategies have been singled out in an effort to find out whether teaching methods believed to be appropriate in the non-graded, multi-level, multi-age approach were actually being utilized to teach in multi-level situations.

Table 13

PROBLEMS THAT NEED TO BE ADDRESSED IN STAFF DEVELOPMENT, ACCORDING TO SUMMER SKILLS CENTER STAFF

PROBLEMS	ELEMENTARY CENTERS		SECONDARY CENTERS	
	NUMBER OF RESPONSES	PERCENT OF RESPONDENTS	NUMBER OF RESPONSES	PERCENT OF RESPONDENTS
Techniques of Skills Development	64	63	26	47
Educational Equipment and Materials	12	12	15	27
Handling of Large Classes	13	13	1	2
Dealing with Poor Attendance	1	1	4	7
Handling Discipline Problems	10	10	0	0
Other	12	12	9	16
None	8	8	6	11
Number of Respondents	101		55	

Table 14 shows the frequency with which one or more of the identified instructional strategies were observed in the classrooms visited by the evaluation team members. In 40 percent of the elementary center classrooms and in 64 percent of the secondary center classrooms, at least one of these instructional strategies was being used. In total, these instructional strategies were observed in less than half of the classrooms and whole class instruction was just as likely to occur during the observation period.

The use of subgroupings or multiple types of groupings was the only one of the identified instructional strategies evident in more than one-third of the classrooms at both the elementary and secondary levels. Table 15 displays the types of groupings observed. In 63 percent of the elementary classrooms and 53 percent of the secondary classrooms whole class instruction was going on during the observation period. The most frequently observed alternative to the entire class grouping was small groups, seen in 10 percent of the elementary and 16 percent of the secondary classrooms.

Grouping changes were seen during the observation period in 18 percent of the elementary classrooms and in 17 percent of the secondary classrooms.

Cross-level tutoring was rarely observed by the Evaluation Team despite the multi-age arrangement of most instructional groupings. This strategy was observed in 7 percent of the elementary center classrooms and in 13 percent of the secondary level classrooms.

Individualized assignments were evident in 17 percent of the elementary center classrooms and in 17 percent of the secondary level classrooms. In half of these cases, 100 percent of the students were working on individualized assignments.

Group projects were observed in 11 percent of the elementary classrooms and in 25 percent of the secondary level classrooms.

Utilization of Symbol Systems

According to the staff survey responses, fewer than one-third of the Summer Skills Centers teachers thought the staff development sessions held before and during the summer program had helped them incorporate symbol systems into their teaching (see Table 12 on page 42). Classroom observation data were consistent with this staff survey finding.

Curriculum emphasis in the 1975 Summer Skills Centers was on Mathematics, Art, Reading and Music. The symbol systems associated with these four subject areas are: numbers (mathematics), images (art), words (reading), and notes (music). In their half-hour observations of classroom groupings, evaluation team members noted which symbol systems were being used in the curriculum materials and in the language teachers used in present assignments.

Table 14

EVIDENCE OF INSTRUCTIONAL STRATEGIES CONSISTENT WITH MULTI-LEVEL GROUPINGS IN CLASSROOMS OBSERVED

NUMBER OF INSTRUCTIONAL STRATEGIES IN EVIDENCE	ELEMENTARY CLASSROOMS		SECONDARY CLASSROOMS	
	NUMBER	PERCENT	NUMBER	PERCENT
One (of six)	14	21	9	36
Two (of six)	10	15	5	20
Three (of six)	3	4	1	4
Four (of six)	0	0	0	0
Five (of six)	0	0	1	4
Six (of six)	0	0	0	0
Subtotal	27	40	16	64
None (of six)	41	60	9	36
Grand Total	68	100	25	100

Table 15

INSTRUCTIONAL GROUPINGS USED IN CLASSROOMS OBSERVED, 1975 SUMMER SKILLS CENTERS

TYPE OF GROUPING FOR INSTRUCTION	PERCENT OF CLASSROOMS OBSERVED			
	ELEMENTARY CLASSROOMS		SECONDARY CLASSROOMS	
	SUBTOTAL	TOTAL	SUBTOTAL	TOTAL
Entire Class		63		53
Single Type of Subgrouping		20		21
-Individuals	7		5	
-Small Groups	10		16	
-Large Groups	3		0	
Combinations of Subgroupings		17		26
-Individual and Entire Class	3.4		5	
-Individual and Partners	3.4		0	
-Individual and Small Groups	0		5	
-Individual and Large Groups	3.4		0	
-Individual, Partners, Small Groups	3.4		0	
-Small Groups and Entire Class	3.4		0	
-Individual, Partners, Small Groups, Large Groups	0		5	
-Small Groups and Large Groups	0		11	
Total		100		100

Tables 16 and 17 show the results of these observations. While educational strategies consistent with the non-graded approach were more evident in secondary settings, the use of symbol systems was more evident in elementary classrooms.

Table 16 shows that curriculum materials used in elementary center classrooms were most likely to incorporate the symbol system of reading, namely words. In secondary center classrooms, the symbol system of mathematics, that is numbers, was most often in evidence during the half-hour observation. In 37 percent of the elementary classrooms and 5 percent of the secondary classrooms, teachers used curriculum materials that incorporated more than one symbol system.

The symbol systems used in the language of teachers presenting assignments are displayed in Table 17. The symbol system of reading, i.e. words, was most frequently in evidence in the language of elementary center teachers, while the symbol system of mathematics, i.e. numbers, was most frequently used by the secondary center teachers. One-third of the elementary teachers incorporated more than one symbol system into their presentations. This means that while teachers were using the symbol systems of mathematics and reading to teach their students, the multidisciplinary approach was rarely in evidence. Seldom were teachers observed utilizing one symbol system to expand the pupils' understanding of another symbol system.

Summary

Data from the interviews of principals and from the Staff Survey show that staff development was provided but that it met the summer teaching needs of less than half the Summer Skills Center staff. Data from the Classroom Observations by Evaluation Team members underscore this finding. Educational strategies consistent with the non-graded approach were observed in 40 percent of the elementary and 64 percent of the secondary classrooms. The use of two or more symbol systems was observed in about one-third of the elementary classrooms and in almost no secondary classrooms. Identified educational strategies were more frequently observed in use at secondary centers, while multiple symbol systems were more frequently observed in use at elementary centers.

C. Student Outcomes

The Summer Skills Center concept called for the students to receive personalized, individualized instruction designed to meet their identified skills needs. The teachers were to be facilitators in this process, serving as activity coordinators. Important elements in this process are the early, accurate identification of student needs, the identification of strategies for meeting these identified needs, and the development of techniques or criteria for determining whether students have mastered the identified skills.

Table 16

SYMBOL SYSTEMS EVIDENT IN CURRICULAR MATERIALS OBSERVED IN USE IN 1975 SUMMER SKILLS CENTER CLASSROOMS

TYPE OF SYMBOL SYSTEM USED IN CURRICULAR MATERIALS	PERCENT OF CLASSROOMS OBSERVED			
	ELEMENTARY CLASSROOMS		SECONDARY CLASSROOMS	
	SUBTOTAL	TOTAL	SUBTOTAL	TOTAL
One Symbol System Only		63		95
-Mathematics	23		48	
-Art	0		5	
-Reading	40		37	
-Music	0		5	
Two or More Symbol Systems		37		5
-Reading and Mathematics	11		5	
-Reading and Art	11		0	
-Reading and Music	3		0	
-Mathematics and Music	3		0	
-Reading, Mathematics and Art	5		0	
-Reading, Mathematics and Music	3		0	
-Mathematics, Art, Reading and Music	3		0	
Total		100		100

Table 17

SYMBOL SYSTEMS EVIDENT IN TEACHERS' PRESENTATIONS OF ASSIGNMENTS IN OBSERVED SUMMER SKILLS CENTER CLASSROOMS

TYPE OF SYMBOL SYSTEM USED BY TEACHER IN PRESENTING ASSIGNMENTS	PERCENT OF CLASSROOMS OBSERVED			
	ELEMENTARY CLASSROOMS		SECONDARY CLASSROOMS	
	SUBTOTAL	TOTAL	SUBTOTAL	TOTAL
One Symbol System Only		67		100
-Mathematics	19		52	
-Reading	47		42	
-Music	0		6	
-Art	0		0	
Two or More Symbol Systems		33		0
-Reading and Art	11		0	
-Reading and Mathematics	8		0	
-Reading and Music	3		0	
-Mathematics and Music	3		0	
-Mathematics, Reading and Art	3		0	
-Mathematics, Reading and Music	3		0	
-Mathematics, Reading, Art and Music	3		0	
Total		100		100

*Social Studies was the focus of these classroom lessons

To facilitate the diagnostic-prescriptive, individualized approach to instruction called for in the Summer Skills Center program, regular school year teachers were to provide summer school teachers with prescription forms and other performance indicators for each student they recommended to the summer program. The prescription forms, which were to be attached to each pupil's Summer Skills Center registration form, were to include a list of the student's skill needs and suggested ways to meet each need. If applicable, data from the Prescriptive Reading Test (PRT) or the Prescriptive Mathematics Test (PMT) -- criterion-referenced diagnostic tests administered to all public school pupils in grades one to nine -- could be included.

In addition to collecting information on the final grades of students participating in the Summer Skills Centers, the Evaluation Team collected information about these processes that were designed to facilitate the individualization of instruction. Staff members were asked on the Staff Survey about the number of prescription forms they had received, about the adequacy of the forms for planning individualized instructional programs, and whether they had any other measures of a student's previous achievement. The Staff Survey also asked teachers what techniques they intended to use to determine whether the students had acquired the prescribed skills. Principals were asked in interviews with Evaluation Team members what criteria would be used for determining whether students acquired prescribed skills.

Prescription Forms

Data from the Staff Survey show that although prescription forms were required for each pupil recommended for the Summer Skills Centers, they were not provided for each pupil. Staff also reported that few of the prescription forms that were available provided information adequate for planning individualized instructional programs.

Table 18 shows that nine percent of the elementary center teachers and seven percent of the secondary center teachers had prescription forms for all the students in their classes. While just over half the elementary center teachers had prescription forms for more than half the students in their classes, about half the secondary centers teachers reported having prescription forms for less than half the students in their classes.

A partial explanation for this situation lies the fact that some students who were scheduled to attend the Summer Skills Centers never participated or dropped out during the early weeks of the program. Conversely, some participants in the program might not have been registered prior to the beginning of the summer session. This is not sufficient, however, to explain the large numbers of teachers who reported having prescription forms for less than half their students.

Table 18

STUDENT PRESCRIPTION FORMS AVAILABLE TO TEACHERS

STUDENTS FOR WHOM TEACHERS HAD PRESCRIPTION FORMS	PERCENT OF TEACHERS	
	ELEMENTARY CENTERS	SECONDARY CENTERS
100%	9	7
51% to 99%	42	22
50% or less	25	45
No Response	24	26
Total	100	100

Table 19

ADEQUACY OF STUDENT PRESCRIPTION FORMS

PRESCRIPTION FORMS TEACHERS CONSIDERED ADEQUATE	PERCENT OF TEACHERS	
	ELEMENTARY CENTERS	SECONDARY CENTERS
100%	14	9
51% to 99%	21	11
50% or less	50	42
No Response	15	38
Total	100	100

Table 19 shows teacher assessment of the adequacy of prescription forms, a judgment based on the forms they had available to them. Fifty percent of the elementary center teachers and 42 percent of the secondary center teachers thought that, of the prescription forms they had, 50 percent or less had adequate information for planning purposes. One possible explanation is that regular school teachers lacked sufficient time to complete the forms, even though the Summer School Task Force recommended that teachers be given a half-day free to fill them out. Another possible explanation is that the winter teachers did not know the skills needs of the recommended pupils well enough to complete a diagnostic-prescriptive form. According to informal discussions between evaluation team members and summer school staff, especially at the secondary level, many prescription forms simply said "attendance". This was interpreted to mean that the student was in the summer program to make up a course failed due to lack of attendance during the regular school year, a situation which left the teacher with no knowledge of the skills needs of the student. Also, elementary level teachers who emphasize skills acquisition in their regular teaching program, may be more acquainted with the diagnostic-prescriptive approach to instruction than the secondary level teachers, who tend to focus their instructional efforts on content.

Measures of Previous Student Achievement

Some measure of previous student achievement was available to a minority of the Summer Skills Center teachers -- 32 percent of the elementary center teachers and 29 percent of the secondary center teachers -- on the first day of the summer program, according to the staff survey responses displayed in Table 20. Another nine percent of the elementary center teachers and 17 percent of the secondary center teachers said they had some measure of previous achievement subsequent to the first day of summer school. Those measures of previous achievement most frequently mentions were the Prescriptive Reading Test (PRT) and the Prescriptive Mathematics Test (PMT). Several of those teachers who reported having some measure of student achievement subsequent to the opening of the summer school, were refering to teacher-made tests administered during the first weeks of the session. Almost half of all the elementary and secondary center teachers had no measures of previous achievement to assist them in assessing the strengths and weaknesses of students participating in the Summer Skills Centers.

Criteria for Evaluating Student Success

Table 21 shows the responses of summer school teachers and principals to questions about the criteria they would use for determining student success in the Summer Skills Center program. Testing was cited most frequently by both elementary and secondary center teachers as the evaluation method they would use. Included under the heading of "testing", according to staff survey responses, were standardized tests (not identified), teacher-made tests, and diagnostic tests designed by regional or local school personnel to be administered either at the beginning and end of the

Table 20

TEACHER REPORTS OF THE AVAILABILITY OF MEASURES OF PREVIOUS STUDENT ACHIEVEMENT

RESPONSE	PERCENT OF TEACHERS			
	ELEMENTARY CENTERS		SECONDARY CENTERS	
	SUBTOTAL	TOTAL	SUBTOTAL	TOTAL
Yes		41		46
-On The First Day of Summer Program	32		29	
-Subsequent to First Day	9		17	
No		46		43
No Response		13		11
Total		100		100

Table 21

METHODS USED TO EVALUATE STUDENT PROGRESS

METHODS	ELEMENTARY CENTERS		SECONDARY CENTERS	
	PERCENT OF TEACHERS	PERCENT OF PRINCIPALS	PERCENT OF TEACHERS	PERCENT OF PRINCIPALS
Testing	49	50	36	33
Observation and Judgment	17	0	22	0
Observation, Judgment, and Testing	19	50	20	66
No Response	15	0	22	0
Total	100	100	100	100

summer session or just at the end. Many teachers at both the elementary and secondary levels included observation and judgment along with testing as a factor in their assessment of student achievement. Less than one-fourth of the teachers at both levels reported using only observation and judgment to determine student success. It is interesting to note that rarely did a teacher mention on the staff survey form that student success would be measured in accordance with the mastery of skills identified as needs on prescription forms.

Student Attendance

Summer Skills Center teachers were required to keep attendance records on standard school system Attendance Forms (Form 39) throughout the six-week summer program. According to the "Operational Instructions" manual prepared by the Division of Summer Schools, Continuing Education, and Urban Service Corps, students absent more than three days were to be dropped from the membership roll. Attendance information was forwarded to the Regional Offices at the close of summer school.

Attendance data collected by the evaluation team from Attendance Forms in Regional Offices are displayed in Table 22. Complete attendance records were available for 6,666 of the 7,541 elementary center students located, and for 4,510 of the 4,875 secondary center students located. Of these students for whom complete attendance records were kept, 53 percent of the elementary center students and 61 percent of the secondary center students attended the Summer Skills Centers for at least five weeks of the six-week program. Seventeen percent of the elementary students and 14 percent of the secondary level students were dropped from the attendance rolls. However, about a fourth (27 percent at the elementary level and 23 percent at the secondary level) were absent more than five days but were retained on the rolls. According to evaluation team members, most students in this attendance category came very close to attending for at least five weeks of the six-week program.

Final Grade Data

Final grades awarded by the Summer Skills Center teachers were recorded on standard school system classroom grade record forms (Form 40) and/or student registration forms. The information was forwarded to the Regional Offices at the close of summer school and from there to the winter school of each participating student. Evaluation team members collected grade data from the Regional Offices following the summer program, matching grade information with attendance information in order to assess student outcomes in relation to the length of time the student spent in attendance at the Summer Skills Centers. Final grade data are displayed in Table 23 for the elementary center students and in Table 24 for the secondary center students. The percentages shown in each table indicate the percent of students in a given attendance category who received a particular final grade.

Table 22

SUMMARY OF STUDENT ATTENDANCE DATA

ATTENDANCE CATEGORIES	STUDENTS ATTENDING			
	ELEMENTARY CENTERS		SECONDARY CENTERS	
	Number	Percent	Number	Percent
Complete Records (5 weeks or more)				
Students Present Five Weeks or More	3,534	53	2,772	61
Students Present Less Than Five Weeks But Not Dropped	1,804	27	1,026	23
Students Dropped	1,143	17	648	14
Uninterpretable Data*	185	3	64	2
Sub-total	6,666	100	4,510	100
Incomplete Records (less than 5 weeks)	875		365	
Grand Total	7,541		4,875	

*The attendance markings for these students were not clear and the number of days present could not be determined.

Table 23 shows that 90 percent of the students in elementary skills centers who attended at least five weeks of the six-week program received passing grades; 4 percent of the students in this attendance category received failing grades. Of the elementary center students who attended less than five weeks but were not dropped, 58 percent received passing grades and 35 percent received failing grades. Of all the elementary center students for whom records were available in Regional Offices, 65 percent received passing grades, 15 percent received failing grades, one percent received a grade of "incomplete," and for 19 percent, evaluation team members found no records of final grades.

Table 24 displays final grade data for students in secondary centers. Of those who attended for at least five weeks of the six-week summer program, 97 percent received passing grades and 3 percent failed. Of those who attended less than five weeks but were not dropped, 69 percent passed and 30 percent failed. Of all the students in secondary centers for whom records were available, 76 percent passed, 11 percent failed, a few received "incompletes," and no final grade data were located for 13 percent.

Summary

Summer school teachers had little information on the students they were to teach in the summer program that would assist them in developing individualized instructional sequences, according to staff survey data. Of the few prescription forms that were provided, relatively few contained satisfactory diagnostic-prescriptive information on individual students. Teachers at elementary centers were somewhat more likely than secondary center teachers to consider the prescription forms available to them adequate for planning purposes. The findings suggest that time for regular school year teachers to complete prescription forms and training in diagnostic-prescriptive techniques might have facilitated the transfer of information on individual student needs to summer school staff.

Objective measures of student achievement, sometimes combined with subjective assessment, were the most frequent means of determining a student's success in the Summer Skills Centers. Rarely did teachers mention assessment based on the skill needs listed on a prescription form by the student's regular school year teacher.

Secondary level students had better records of attendance and of final grade performance than did elementary center students. Sixty-one percent of the secondary level students and 53 percent of the elementary level students for whom records were located attended the Summer Skills Centers for at least five weeks of the six-week program. Of the students in this attendance category, 97 percent of the secondary center students and 90 percent of the elementary center students received passing grades at the conclusion of the program.

Table 23

FINAL GRADE DATA REPORTED TO REGIONAL OFFICES FOR STUDENTS IN ELEMENTARY SKILLS CENTERS

ATTENDANCE CATEGORIES	STUDENTS RECEIVING FINAL GRADES OF:								TOTAL STUDENTS	
	PASS		FAIL		INCOMPLETE		NO DATA			
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Complete Records (5 weeks or more)										
Students Present Five Weeks or More	3,188	90	151	4	14	1	181	5	3,534	100
Students Present Less Than Five Weeks But Not Dropped	1,044	58	625	35	10	-	125	7	1,804	100
Students Dropped	28	2	216	19	8	1	891	78	1,143	100
Uninterpretable Data*	76	41	29	16	6	3	74	40	185	100
Subtotal	4,336	65	1,021	15	38	1	1,271	19	6,666	100
Incomplete Records (less than 5 weeks)	555	63	156	18	2	-	162	19	875	100
Grand Total	4,891	65	1,177	15	40	1	1,433	19	7,541	100

*The attendance markings of these students were not clear and the number of days present could not be determined.

Table 24

FINAL GRADE DATA REPORTED TO REGIONAL OFFICES FOR STUDENTS IN SECONDARY SKILLS CENTERS

ATTENDANCE CATEGORIES	STUDENTS RECEIVING FINAL GRADES OF:								TOTAL STUDENTS	
	PASS		FAIL		INCOMPLETE		NO DATA			
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Complete Records (5 weeks or more)										
Students Present Five weeks or more	2,676	97	84	3	-	-	12	-	2,772	100
Students Present Less Than Five Weeks But Not Dropped	707	69	304	30	1	-	14	1	1,026	100
Students Dropped	23	4	112	17	11	2	502	77	648	100
Uninterpretable Data*	25	39	4	6	-	-	35	55	64	100
Subtotal	3,431	76	504	11	12	-	563	13	4,510	100
Incomplete Records (less than 5 weeks)	260	71	37	10	-	-	68	19	365	100
Grand Total	3,691	76	541	11	12	-	631	13	4,875	100

*The attendance markings of these students were not clear and the number of days present could not be determined.

D. Teacher and Administrator Comments on the 1975 Summer Skills Center Program

On the Staff Survey and in the Principal Interviews, teachers and administrators were asked to comment on the successes and problems of the Summer Skills Centers and to make suggestions for changes. About three-fourths or more of all the teachers and administrators made comments in each of these question areas. Many respondents made more than one comment in the various question areas. The percentages shown on the charts in this section indicate what percent of the respondents made comments in a given category. Because multiple responses were possible, the percentages total more than 100 percent.

Successes

Comments on the successes of the Summer Skills Centers came from 127 of the 164 elementary center teachers (77%) and from 62 of the 88 secondary center teachers (71%) who returned staff survey forms. All summer program administrators mentioned success of the program. Table 25 displays the distribution of the responses. The successes most frequently mentioned by both teachers and administrators related to positive student and staff behaviors. Teachers in elementary centers were twice as likely as those in secondary centers to indicate that the program successfully met the academic needs of individual students; yet just over a third of the elementary center teachers mentioned this as a program success.

Problems

Problems were cited by 129 of the 164 elementary center teachers (78%) and 74 of the 88 secondary center teachers (84%) who returned Staff Survey forms. Table 26 shows their responses. The teaching staff most frequently cited lack of educational materials and equipment as a problem. This concern ranked second on the list of problems cited by elementary administrators, who were most concerned about the lack of staff training in the teaching techniques called for in the Skills Centers. Training, however, was referred to as a program problem by less than ten percent of the teaching staff. Half the elementary center administrators indicated that the lack of effective registration and enrollment procedures created a problem. Other problems mentioned were of concern to one-third or fewer of the respondents.

Comments and Suggestions

Comments on the 1975 Summer Skills Centers and suggestions for future summer programs were offered by close to 85 percent of all the teachers at both skills center levels. At the elementary centers, 134 of the 164 persons who returned staff surveys responded (83%), and at the secondary centers 74 of the 88 teachers who returned staff surveys responded (84%). These responses are shown in Table 27.

Table 25

SUCCESSES OF 1975 SUMMER SKILLS CENTERS MENTIONED BY TEACHERS AND ADMINISTRATORS

SUCCESSES	PERCENT OF RESPONDENTS			
	ELEMENTARY CENTERS		SECONDARY CENTERS	
	TEACHERS N=127	ADMINISTRATORS N=20	TEACHERS N=62	ADMINISTRATORS N=6
1. Positive Student Behavior	46	80	47	67
2. Positive Staff Behavior	28	45	37	100
3. Meeting Academic Needs of Individual Students	35	30	15	50
4. Other Comments	9	15	3	67
5. No Successes	7	-	7	-

Table 26

PROBLEMS OF 1975 SUMMER SKILLS CENTER MENTIONED BY TEACHERS AND ADMINISTRATORS

PROBLEMS	PERCENT OF RESPONDENTS			
	ELEMENTARY CENTERS		SECONDARY CENTERS	
	TEACHERS N=129	ADMINISTRATORS N=20	TEACHERS N=74	ADMINISTRATORS N=6
1. Lack of Educational Materials and Equipment	36	55	47	0
2. Lack of Effective Registration and Enrollment Procedures	18	50	16	33
3. Lack of Staff Training in Techniques	9	60	7	0
4. No Problems	9	10	19	0
5. Variety of Levels in One Class	11	0	1	0
6. Discipline	8	0	1	0
7. Shortage of Staff	0	0	0	33
8. Other Problems	33	0	11	0

Table 27

TEACHER AND ADMINISTRATOR COMMENTS ON THE 1975 SUMMER SKILLS CENTERS

COMMENTS AND SUGGESTIONS	PERCENT OF RESPONDENTS			
	ELEMENTARY CENTERS		SECONDARY CENTERS	
	TEACHERS N=134	ADMINISTRATORS N=20	TEACHERS N=74	ADMINISTRATORS N=6
1. Provision for Earlier and Better Planning	56	70	45	33
2. Provisions for Staff Training	43	95	27	100
3. Provisions for More Educational Materials	22	25	20	33
4. Provision for Staff Selection	0	75	0	33
5. Return to Traditional Summer School Program	27	0	7	0
6. Smaller Classes	15	0	4	0
7. Use Air-Conditioned Buildings	2	10	10	17
8. Provide Better Communication with Parents and Students About Program	0	0	7	0
9. Critically Examine Philosophy Before Implementation	0	10	0	0
10. Other Favorable Comments	4	0	16	0
11. Other Suggestions	18	0	15	0
12. No Comments or Suggestions	5	0	3	0

Teachers at both levels most frequently commented on the need for earlier and more effective planning for the summer program. While this was of concern to 70% of the elementary administrators, almost all administrators at both levels commented most frequently on the need for staff training. Three-fourths of the elementary center administrators suggested that there be some provision for staff selection. Other comments and suggestions were made by fewer than half of the respondents.

IV. SUMMARY OF FINDINGS BY EVALUATION OBJECTIVE

To assess the extent to which the five city-wide objectives for the 1975 Summer Skills Centers were achieved, data collected in each information domain were examined in relation to the objectives. The findings will be discussed in this section of the report by objective.

A. Objective I:A. Each center will organize on a non-graded, multi-level, multi-age grouping.

For the purposes of assessing this evaluation objective, "multi-level," "multi-age," and "non-graded" have been defined in accordance with the administration's proposal for the 1975 Summer Skills Centers and the report of the Summer Skills Center Task Force. Multi-level and non-graded means more than one grade-level in an instructional grouping. Multi-age means more than one age-level in an instructional grouping.

The data from student records showed that there was a mixture of age and grade levels in the various instructional groupings which did result in multi-age and multi-level groups. Table 28 shows that more than three-quarters (79%) of the instructional groupings in elementary centers and more than half (58%) of the instructional groupings at secondary centers were both multi-level and multi-age. More instructional groupings at the secondary centers (21%) than at the elementary centers (7%) had one grade level only, but in these cases, there was more than one age-level represented. "Insufficient Data" in the table refers to instructional groupings for which researchers had student information on fewer than five students.

B. Objective I.B. Formal course offerings will be provided at centers where appropriate for students who desire to enroll in such courses

Principals at all the secondary centers reported in the Principal Interview that there were courses offered for Carnegie unit credit at their Summer Skills Centers. Students did have the flexibility to make up course work failed in the regular school year in the 1975 Summer Skills Center program.

C. Objective II.A. All teachers will be provided with staff development relative to the multi-level, multi-age, individualized educational concept including the use of symbol systems.

This objective was addressed in the Staff Survey. Survey responses displayed in Table 29 show that three-quarters or more of the teachers in the Summer Skills Center program did participate in the two staff development sessions held before the opening of the summer session and in those held during the six-week program at regional or local sites.
The participation rate was somewhat higher among secondary center teachers

Table 28

MULTI-LEVEL, MULTI-AGE INSTRUCTIONAL GROUPINGS IN THE 1975 SUMMER SKILLS CENTERS

Types of Instructional Groupings	Instructional Groupings			
	Elementary Centers		Secondary Centers	
	Number	Percent	Number	Percent
Multi-level and multi-age	202	79	115	58
One grade only, but multi-age	17	7	42	21
One age only, but multi-level	0	0	4	2
Insufficient Data	36	14	38	19
Total	255	100	199	100

Table 29

SUMMARY OF TEACHER ATTENDANCE AT STAFF DEVELOPMENT SESSIONS

Types of Sessions Attended	Percent of Teachers Attending					
	Elementary			Secondary		
	Yes	No	No Response	Yes	No	No Response
Sessions Held prior to Opening of Centers	77	22	19	81	18	1
Sessions Held as Summer School Progressed	75	22	3	82	18	0

than among elementary center teachers.

According to the teachers' assessment, the staff development sessions were not overwhelmingly successful in providing information relevant to the multi-level, multi-age approach called for in the Summer Skills Centers. Table 30 summarizes the staff responses to three questions on the survey form, noting only the percent of elementary and secondary Center teachers who agreed that they had received relevant information. (See Table 12 for complete response data.) The data show that generally teachers at both elementary and secondary centers felt better prepared by the regional and local staff development sessions held during the summer school session. But the teacher assessment of the on-going staff development sessions indicated that less than half the participants--between 40 and 48 percent--thought the staff development sessions had met their summer teaching needs and prepared them to teach skills in a multi-level, non-graded setting. Even fewer--30 percent at the elementary centers and 22 percent at the secondary centers--thought the on-going staff development sessions had prepared them to use symbol systems in their teaching.

Objective II.B. Seventy percent of the teachers will use at least two of the four stated symbol systems in teaching skills and content.

The symbol systems associated with the content areas emphasized in the 1975 Summer Skills Centers--numbers (mathematics), images (art), words (reading), and notes (music)--were to be interrelated and incorporated into a multi-disciplinary approach to curriculum content, according to planning documents for the summer program. The data gathered by the evaluation team in its classroom observations at both elementary and secondary centers show that few teachers used more than one symbol system at a time in either their curriculum materials or in their presentations of assignments. Table 31 summarizes the Evaluation Team's findings relating to the symbol systems in evidence in the classrooms observed at least one-half hour.

Two or more symbol systems were observed being used in curriculum materials, the teacher's presentation or both in 36 percent of the elementary classrooms and 5 percent of the secondary classrooms. In most of these cases, the use of multiple symbol systems was evident in the curriculum materials. Sixty-four percent of the elementary center classrooms and ninety-five percent of the secondary center classrooms observed showed no evidence of a multi-disciplinary approach to the content areas, as just one symbol system was being used during the observation period.

Objective III. Eighty percent or more of the students attending the summer school program for five weeks or more will pass.

To assess the extent to which this objective was met, data were collected from records of attendance and final grades submitted by the principals of each Center to the regional offices at the close of the

Table 30

SUMMARY OF SELECTED TEACHER EVALUATIONS OF STAFF DEVELOPMENT SESSIONS

TOPICS	STAFF DEVELOPMENT SESSIONS	PERCENT OF RESPONDENTS WHO AGREED	
		ELEMENTARY	SECONDARY
A. Staff Development Sessions Met My Summer Session Teaching Needs	Before	21	24
	During	40	40
B. Staff Development Session Prepared Me To:			
1. Teach skills in a multi-age, multi-level, non-graded setting	Before	26	24
	During	48	42
2. Use different symbol systems in my teaching	Before	18	13
	During	30	22

Table 31

THE USE OF SYMBOL SYSTEMS EVIDENT IN CURRICULUM MATERIALS AND TEACHERS' PRESENTATIONS IN CLASSROOMS OBSERVED

SYMBOL SYSTEMS IN EVIDENCE	PERCENT OF SAMPLE CLASSROOM			
	ELEMENTARY (N=53)		SECONDARY (N=19)	
	Subtotal	Total	Subtotal	Total
Two or More Symbol Systems		36		5
1. Curricular Materials Only	13		5	
2. Teacher's Presentation Only	6		0	
3. Both Curricular Materials and Teacher's Presentation	17		0	
One Symbol System Only Being Used		64		95
Grand Total		100		100

summer school session.

A summary of the attendance data for the elementary and secondary centers is displayed in Table 32. The data shows that attendance records were kept for at least five weeks on most of the summer school participants. Fifty-three percent of these elementary center students and 61 percent of of these secondary center students were actually present for five weeks or more, and thus met the evaluation criterion.

Table 33 shows a summary of the final grades of the students who met the evaluation criterion, that is, students for whom attendance records were kept for at least five weeks and who were present for at least five weeks. At the elementary centers, 90 percent of these students passed, while at the secondary centers, 97 percent of the students in this category passed.

Table 32

SUMMARY OF STUDENT ATTENDANCE DATA

ATTENDANCE CATEGORIES	STUDENTS ATTENDING			
	ELEMENTARY CENTERS		SECONDARY CENTERS	
	Number	Percent	Number	Percent
Complete Records (Kept for five weeks or more)				
Students Present Five Weeks or More	3,534	53	2,772	61
Students Present Less Than Five Weeks But Not Dropped	1,804	27	1,026	23
Students Dropped	1,143	17	648	14
Uninterpretable Data*	185	3	64	2
Sub-total	6,666	100	4,510	100
Attendance From Incomplete Records (Kept for less than Five Weeks)	875		365	
Grand Total	7,541		4,875	

*The attendance markings for these students were not clear and the number of days present could not be determined.

Table 33

SUMMARY OF GRADE DATA

Grades	Students Attending Five Weeks or More			
	Elementary Number	Centers Percent	Secondary Number	Centers Percent
Pass	3188	90	2676	97
Fail	151	4	84	3
Incomplete	14	1	0	0
No Grade Data	181	5	12	-
Total	3534	100	2772	100

V. SUMMARY AND CONCLUSIONS

A. Evaluation Questions

Reports of principals and teachers indicate that activities involving planning and preparation for the 1975 Summer Skills Centers occurred primarily during June, one month prior to the opening of the summer session. Although planning meetings were held at the city-wide and regional levels, program development for each center was accomplished primarily by Skills Center staff and was based on Skills Center objectives. Although classroom facilities were generally ready for use on the first day of the session, in the opinion of the principals and teachers, educational materials were not as readily available. Registration and skills prescription forms were not submitted for all students by the first day of the session.

The analysis of the data collected relating to the characteristics of the students and the instructional groupings revealed that the 1975 Summer Skills Centers served slightly more boys than girls, that the majority of the students were over fifteen years of age and were in a grade during the regular school year generally served by the junior high school--7th, 8th, or 9th. The instructional groupings were not dominated by one sex, age or grade level.

The assignments of the principals for the summer session at the elementary level did not differ from the types of assignments they had during the regular school year. However, the secondary center administrators were, with one exception, assistant principals during the regular school year. The assignments for the summer session teachers did involve changes in grade levels and subject matter or skills areas taught, however. Junior high school teachers during the regular year were assigned in about equal percentages to elementary or secondary centers for the summer. The percentages of teachers assigned to teach reading and mathematics were higher in the summer program than the percentages of teachers assigned to teach those subjects during the regular school year. These shifts in assignments were not accompanied, however, by a widespread effort to cooperate and share teaching in a team-teaching situation, although the teachers who reported that they did team-teaching also reported that they participated in cooperative planning sessions.

Staff development was provided for Summer Skills Center personnel both before and during the summer program, but data indicate that staff development met the summer teaching needs of less than half the staff. This finding is underscored by data from the classroom observations of the Evaluation Team. Less than half of the teachers were observed using educational strategies defined as consistent with the non-graded, multilevel approach. Even fewer were incorporating at least two symbol systems into their teaching.

Summer school teachers had little information on the students they were to teach in the summer program that could assist them in developing individualized instructional sequences. Of the few prescription forms that were provided, relatively few included satisfactory diagnostic-prescriptive information on individual students.

The most frequent means of determining a student's success in the Summer Skills Centers were objective measures of students achievement sometimes combined with subjective assessment. Rarely did teachers mention the use of assessment based on prescription form skills as a criterion for evaluating a student's performance in the Summer Skills Centers.

Sixty-one percent of the secondary level students and 53 percent of the elementary level students for whom attendance records were kept for at least five weeks, were present at the Summer Skills Centers for at least five weeks of the six-week program. Of the students in this attendance category, 97 percent of the secondary center students and 90 percent of the elementary center students received passing grades at the conclusion of the program.

According to comments of summer teaching staff and administrators, the successes of the Summer Skills Centers related to positive student and staff behaviors; the problems, to a lack of educational materials and equipment; and the suggestions, to a need for earlier and more effective planning for the program.

B. Evaluation Objectives

Table 34 on the next page summarizes the evaluation findings as they relate to the evaluation objectives. Three of the five city-wide evaluation objectives were met. Each Skills Center was organized on a non-graded, multi-level, multi-age basis. Formal courses were offered where appropriate. And more than eighty percent or more of the students who attended for at least five weeks or more did pass.

One objective was partially achieved. Staff development was provided for all summer program teachers, but fewer than one-half of the teachers thought the sessions had helped them teach skills relative to multi-age, multi-level, individualized educational concepts.

One city-wide evaluation objective was not met. Fewer than 70 percent of the teachers whose classrooms were observed for at least a half-hour showed evidence of using at least two of the four stated symbol systems in their teaching.

Table 34

SUMMARY OF EVALUATION FINDINGS

Objective		Finding
I.A	Each center will organize on a non-graded, multi-level, multi-age grouping.	Achieved
I.B	Formal course offerings will be provided at centers, where appropriate, for students who desire to enroll in such courses.	Achieved
II.A	All teachers will be provided with staff development, relative to the multi-level, multi-age, individualized educational concepts including the use of symbol symbol systems.	Partially Achieved [1]
II.B	Seventy percent of the teachers will use at least two of the four stated symbol systems in teaching skills and content.	Not Achieved
III.	Eighty percent or more of the students attending the Summer School program for five or more weeks will pass.	Achieved

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[1] Fewer than one-half of the teachers thought that the staff development sessions helped them to teach skills relative to multi-age, multi-level, individualized educational concepts.

APPENDIX A

1975 SUMMER SKILLS CENTERS

APPENDIX A

1975 SUMMER SKILLS CENTERS

Elementary Centers:

Benning
Bowen
Bruce-Monroe
Bundy
Burrville
H.D. Cooke
Filmore/Hyde
Garfield
Hendley
Keene
Kingsman
Langston
Maury
Moten
Rudolph
Seaton
Shadd
Turner
Tyler
Woodridge

Secondary Centers:

Gordon
Hart
Hine
Rabaut
Shaw
Spingarn

APPENDIX B

COMMITTEE ON SUMMER SCHOOLS, 1975

APPENDIX B

COMMITTEE ON SUMMER SCHOOLS, 1975[1]

Mr. George Campbell
Mr. Gilbert Diggs
Dr. Gary Freeman
Dr. Dorothy Johnson
Mr. William Rice

Dr. Margaret Labat
Mr. Napoleon Lewis
Dr. Solomon Gnatt
Dr. Wilbur Millard
Dr. James Guines

Mr. Vincent E. Reed

[1] From the Administration's "Draft Proposal for Summer Non-Graded, Multi-Age, Multi-Level Skills Centers." March 21, 1975. p. 9.

APPENDIX C

SUMMER SCHOOL TASK FORCE, 1975

APPENDIX C

SUMMER SCHOOL TASK FORCE, 1975[1]

General Chairman	Dr. James T. Guines Associate Superintendent for Instructional Services
Chairman of the Subcommittee, Curriculum	Mrs. Veryl Martin, Curriculum Director Region II
CoChairman of the Subcommittee, Curriculum	Mrs. Sheila Handy, Assistant for Instructional Services, Region III
Chairman of the Subcommittee, Evaluation & Logistics	Mr. Lawrence C. Hill, Principal Maury Elementary School
Chairman of the Subcommittee, Staff Development	Mrs. Nellie Lewis, Assistant Director Department of English

Dr. Nancy Arnez
Mrs. Helen Blackburn
Mrs. Faustine Brown
Ms. Geraldine Bowie
Ms. Sonnita Cannady
Mr. Wallace Clark
Mr. Robert Cobb
Ms. Geraldine Coleman
Ms. Lynne Coehins
Mr. Melchus Davis
Mr. Phillip Edwards
Mr. John Elder
Mrs. Nancy Freeman
Mrs. Yetta Galiber
Ms. Diane Gant
Mr. Thomas Gilliam
Mr. Alphonso Griffin
Mr. Latinee Gullattee
Mrs. Mary Harbeck
Mrs. Mary L. Harris
Mrs. Martha G. Harrison
Mrs. Althea Headen
Ms. Charmaine Hines
Ms. Yvette Holt
Mrs. Charlotte Hutton
Mrs. Florence Jackson
Mrs. Costella P. Johnson
Ms. Brenda Joyce
Mrs. Rosalie R. Kennedy

Mrs. Julia B. Laroche
Mr. Albert Lewis
Mr. Adrian McCrae
Mrs. Marsheila McKaiver
Mr. Edmund Millard
Ms. Cynthia Mitchell
Mr. George Moment
Mr. Thomas J. Moriarity, Jr.
Ms. Doris Nelson
Mrs. Lillie B. Parker
Mr. Clyde Penn
Ms. Jocelyn C. Petty
Mr. Thomas Porter
Mrs. Almira P. PremDas
Mrs. Florence Radcliffe
Mr. James R. Reese, Jr.
Mrs. Alice Rhodes
Mr. Jerome Shelton
Ms. Patricia Spearman
Mrs. Hortense Taylor
Mrs. Mattie Taylor
Mrs. Ernestine P. Tremblas
Ms. Noel Trepagnier
Mr. Mark Venson
Mrs. Shirley Watson
Mrs. Elaine C. Wells
Mrs. Elva Wells
Mrs. Marie Williams
Mrs. Peggy Wines

[1] From Educational Skills Center, Summer 1975, Task Force Report, p. 1.

APPENDIX D

SUPERINTENDENT'S MAY 2, 1975, MEMORANDUM TO ALL PRINCIPALS RE: SUMMER SKILLS CENTER REGISTRATION PROCEDURES

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
SUPERINTENDENT OF SCHOOLS
PRESIDENTIAL BUILDING
415 - 12TH STREET, N. W.
WASHINGTON, D. C. 20004

May 2, 1975

Memorandum to: School Principals

Subject: Registration of Students for Summer Skills Centers - 1975

Dates: Summer Skills Centers will be open this year from
Tuesday, July 1, 1975 to Friday, August 8, 1975
Schools will be closed on Friday, July 4, 1975
(Independence Day)

Registration forms (Form 613) for the students who have been identified and are recommended for summer attendance should be prepared and must be submitted to regional offices by Friday, May 30, 1975.

Your cooperation in the early submission of registration forms will contribute greatly to a smooth operation of the summer session.

Attached you will find detailed instructions on registration procedures.

Barbara A. Sizemore
Superintendent of Schools

BAS:AEG:aff

Attachment

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Washington, D. C. 20004

INFORMATION AND REGISTRATION PROCEDURES
SUMMER SKILLS CENTERS- 1975

Summer Centers Open:

Skills Centers - Grades 9-12

1. Gordon
2. Hart
3. Hine
4. Rabaut
5. Shaw
6. Spingarn

Skills Centers - Grades 3-8

1. Benning
2. Bowen
3. Bruce-Monroe
4. Burrville
5. H. D. Cooke
6. Fillmore-Hyde
7. Garfield
8. Hendley
9. Keene
10. Kingsman
11. Maury
12. Moten
13. Rudolph
14. Bundy
15. Seaton
16. Tyler
17. Woodridge
18. Shadd
19. Slater-Langston
20. Turner

School Assignments

Assignments should be made to the center closest to the student's residence or where attendance for the student is more convenient.

Priorities

The following priorities must be observed and indicated on the Form 613 under the column "PURPOSE" by the figure 1,2, or 3 as indicated.

Priority 1

Students in grade 6 who can be promoted to the junior high school if given the opportunity to strengthen skills in which they were deficient.

Students in grade 9 who can be promoted to senior high school if given the opportunity to make up failures through the strengthening of skills, and/or adding to their knowledge base relative to course content.

Students in grade 12 who can be graduated if given the opportunity to make up failures through strengthening of skills and/or adding to their knowledge base relative to course content.

Priority 2

Students (7-12) who have failed courses.

Students who need a complete course for promotion.

Priority 3

Students who wish to pursue advanced work.

Recommendations

Recommendations of students for the summer program must be made by the classroom teacher of the regular elementary school or the subject teacher in the regular secondary school. The Form 613 should be initialed by the principal or his designee in the appropriate space to show approval of enrollment.

ONLY THOSE STUDENTS RECOMMENDED BY THEIR REGULAR SCHOOL TEACHER AND PRINCIPAL WILL BE PERMITTED TO REGISTER FOR THE REGULAR SUMMER SESSION.

Summer Skills Forms Attached To Registration Form 613

The regular teacher must forward through the principal to the regional office, a summer skills form for each set of skills or course for which the student is recommended. The requested information must be submitted in the two areas provided for on this form:

Listing of needs relative to skills and/or content.
Listing of suggested ways for meeting student needs.

Important Note

TWO REGISTRATION FORMS MUST BE SUBMITTED FOR STUDENTS TAKING TWO COURSES.

Credits

Students (7-12) may earn credit for two courses in which they failed in regular school.

At the (7-12) skills level, a student must attend the program for four hours each day in order to receive credit for a course in which he has not been previously enrolled.

In addition to the indication of priority under the column "PURPOSE" on the Form 613, the grade earned in the regular school course (usually F) should be shown.

Parent Advisory and Consent Forms

It will be necessary to have the parents of all elementary students currently in grades 3-6 to fill an Advisory and Consent Form. The bottom portion of this form must be returned to the regular principal.

Offerings (Grades 3-8)

Skills related to:

Reading
Music
Mathematics
Art
Business Education
(Typing)

Offerings (Grades 9-12)

Skills related to:

Reading
Music
Social Studies
Sciences
Mathematics
Art
English
Foreign Languages
Business Education
(Typing)
Physical Education

All registrations must be completed and returned to the regional office by Friday, May 16, 1975.

An initial supply of applications is being forwarded to you with this bulletin:

For Elementary Schools

Student Registration Forms #613
Summer Skills Center Forms and Guidelines for Teachers
Parent Advisory and Consent Forms

For Secondary Schools

Student Registration Forms #613
Summer Skills Center Forms and Guidelines for Teachers

Additional Forms may be secured by calling 737-1007, 737-1029, 629-4642, or 347-3982.

APPENDIX E

EVALUATION DESIGN FOR 1975 SUMMER SCHOOL PROGRAM

Public Schools of the District of Columbia

EVALUATION DESIGN
FOR
1975 SUMMER SCHOOL PROGRAM

Prepared by
Division of Research and Evaluation
July 1975

SECTION I: PROGRAM OVERVIEW

The 1975 summer school program introduces innovations not present in former summer schools. It's main emphasis is on a multiaged, multilevel, non-graded individualized approach to learning using the vehicle of MARM Skills Centers. These are designed to permit the exploration of the interrelationships of the symbol systems of art, mathematics, music, and reading in order to provide a stimulating learning environment for student development of skills. Emphasis is placed on personalized, experimental learning, with the teacher serving as the facilitator and coordinator of learning activities.

The program involves twenty-six Centers, twenty serving students enrolled in the regular school programs of grades 3-8 and six serving students from regular school grades 9-12. The Centers are operated under the leadership of principals who were designated according to the existing Summer School Principal assignment rotation list. Administration and supervision is provided by the regional superintendent. Students were enrolled on the basis of the recommendations of the regular school principal and teaching staff on the basis of the priorities established for the summer school program.

A major emphasis of the Skills Center program is on an interdisciplinary approach to improving communication and mathematics skills. Among the teaching strategies to be developed and used by the teacher-facilitator are: the development of special interest centers, contracts, independent study, exploration of the city as a learning resource, cross age tutoring, and interviewing and reporting on D. C. Government activities. These strategies attempt to use a developmental learning package of interrelated materials and experiences in mathematics, art, reading, and music.

SECTION II: PROGRAM OBJECTIVES

The following objectives for the 1975 Summer School Program were developed in a conference whose participants were representatives of the regional superintendents (some of whom were members of the Summer School Program Task Force,) the Associate Superintendent for Planning, Research, and Evaluation, the Assistant Superintendent for Research and Evaluation, and staff members of the Division of Research and Evaluation:

I. Summer School Skills Centers

- Each center will organize on a non-graded, multilevel, multiage grouping.
- Formal course offerings will be provided at centers, where appropriate, for students who desire to enroll in such courses.

II. Staff Development

- All teachers will be provided with staff development, relative to the multilevel, multiage, individualized educational concepts including the use of the symbol systems.
- Seventy percent of the teachers will use at least two of the four stated symbol systems in teaching skills and content.

III. Student Outcome

- Eighty percent or more of the students attending the Summer School program for five or more weeks will pass.

SECTION III: EVALUATION QUESTIONS

In order to ascertain whether the objectives of the Summer School Program have been met, evaluation questions of import have been formulated. Those questions will be presented by category within the objectives they are meant to illuminate.

I. Summer School Skills Centers

   A. Management and administration

      1. What were the processes involved in the Summer School Program development?
      2. How were the Skill Centers organized?
      3. Were principals provided adequate administrative and logistical support to implement the program?
      4. What were the problems, if any, in implementing the Skills Center concept?

   B. Student component

      1. How many students, by level, were assigned to each Skill Center?
      2. How were students assigned to each grouping?
      3. How many students elected to participate in the formal course offerings for Carnegie unit credit by grade level?
      4. What is the makeup of the groups within the Skills Centers as to sex, age, and grade in regular school?

C. Staff Characteristics

1. What is the regular school year assignment of the principal of each Skills Center?
2. What are teacher assignments at each center?
3. How many of the teachers of a center are in team taught situations? How much time is used for planning within each team?

II. Staff Development

A. Management and Administration

1. When was each teacher notified of her/his appointment to the Summer School? When did she/he begin Summer School teaching duties?
2. When did staff development begin for appointed Summer School teachers?
3. How many staff development sessions did each teacher attend?
4. How long was each staff development session?
5. How did staff development prepare teachers for their role in Summer School?

B. Process

1. How many teachers use the symbol system in teaching?
2. Which symbol systems did the teachers use?

III. Student Outcomes

A. Management and Administration

1. Were regular year teacher prescription forms available for each student to Summer School teachers?
2. Was some measure of student achievement level available to Summer School teachers for each student?
3. Were student attendance records kept on each student?
4. Were records kept on the continuing and final achievement of students in attendance at the Summer School?

B. Cognitive Outcomes

1. Which forms of tests, if any, were used to determine progress?
2. What was the criteria by Center for successful completion of the Summer School Program?

SECTION IV: CONSTRAINTS

Problems arise in the development and implementation of an evaluation plan when the time sequence and the procedures do not permit the Division of Research and Evaluation to follow the standard methodology. In the case of the 1975 Summer School Program, the Division's involvement and provision of resources did not take place until after the initiation of the Summer School Program. Therefore, the design and conduct of the evaluation is restricted by the many and varied time constraints.

SECTION V: DATA COLLECTION AND PROCESSING PROCEDURES AND REPORTING

Data collection will be the responsibility of the Division of Research and Evaluation. Data will be obtained through the use of the instruments listed in the next section. The interviews and observations will be conducted by qualified and trained staff of the Division of Research and Evaluation.

The majority of the data will be hand coded and keypunched from source documents. The data will be analyzed by Division of Research and Evaluation staff. All instrumentation has been designed to minimize staff time requirements.

Upon the completion of the analysis of the data a final report of the evaluation of the 1975 Summer School Program will be prepared and disseminated.

SECTION VI: INSTRUMENTATION AND SAMPLE SELECTION PROCEDURES

The sampling plan varies with the respondent group and the instrument. Every attempt has been made to minimize instrument administration time through careful sample selection; however, some instruments, due to the types of information desired, will be administered to all subjects in a particular category. The following gives the sample size required for each instrument used in this evaluation:

INSTRUMENT	RESPONDENTS	SAMPLE SIZE
Principals' Interview Guide	Principals	Complete enumeration*
Teachers' Staff Development Survey	Teachers	Complete enumeration*
Classroom Observation Form	Teachers	25% of Teachers
Management Data Form	Principals and Other Administrators	Complete enumeration*

---

* Complete Enumeration means that every subject is included in the sample.

APPENDIX F

STEPS INVOLVED IN CONDUCTING THE SUMMER SCHOOL EVALUATION, 1975

APPENDIX F

STEPS INVOLVED IN CONDUCTING SUMMER SCHOOL EVALUATION, 1975

Tuesday, July 8

Meeting with representatives of Regional Superintendents to discuss objectives of 1975 Summer Skills Centers; objectives formulated for purposes of evaluation

----

Wednesday, Thursday, July 9, 10

Evaluation Questions Formulated; Evaluation Design Document Completed

----

Friday, July 11

Evaluation Design Submitted to Administrative Team

Monday, July 14

Provision of Funding for Evaluation

Tuesday, July 15

Preliminary Logistical Plan Submitted for Evaluation Process

Construction of Instruments Begun

Wednesday, Thursday, July 16, 17

Final Revisions of Instructions

Logistical Plan Finalized

Contact with Principals of centers to be evaluated

Thursday, July 17

Evaluation Team Meeting (Orientation to task, assignments to centers made

------

Friday, July 18

Evaluation Team Meeting (Data Collection procedures, Instruments reviewed and finally revised)

Monday, July 21

Evaluation Teams visit Centers; Tally Two Instruments As Data Are Collected

----

Tuesday, July 22

Evaluation Team Meeting After Initial visits to centers; Instrument revisions as necessary. First collection of all data

----

Additional Instruments Typed and Duplicated

Wednesday, July 23

Construction of Tally Sheets for use by Team

Thursday, July 24

Evaluation Team Meeting (Tallying Procedures)

Monday, July 28

Evaluation Team Meeting (Tallying Procedures)

APPENDIX F (cont'd)

Wednesday, July 30 - Monday, August 4

Follow-Up Team in Classrooms with Symbol Systems

Tuesday, August 5

Teams Return from Field

Wednesday, Thursday, August 6, 7

Meeting with teams to gather anecdotal information

Teams prepare written anecdotal information

Friday, August 8

Data Collection in Centers Completed

Teams Complete Tallies of Instruments

Team Meeting (Attendance, Grade Data Collection Procedures; Evaluation Time Table Review)

Meetings with Teams to collect anecdotal information

Monday, August 11

Teams Begin Collection of attendance, grade data in Regional Offices

Meeting to revise Attendance, Grade Form

Tuesday, Aug. 12 - Friday, Aug. 15

Teams in Regional Offices to Collect Attendance and Grade Data

All data tallied

Monday, Aug. 18 - Friday, Aug. 22

Teams Begin Compilation of Data

Tally of Attendance, Grade Data

Monday, Aug. 25 - Friday, Sept. 5

Teams Prepare Data Summary Sheets, Preliminary Analyses of Data

Monday, Sept. 8 - Monday, Oct. 13

Coordination of Data Analyses From Teams

Compilation of Summary Report for Oral Presentation

Preparation of Final Written Report

October 15

Submission of written report

APPENDIX G

GENERAL INTERVIEW AND DATA COLLECTION PROCEDURES

DIVISION OF RESEARCH AND EVALUATION

1975 Summer School Program Evaluation

General Interview and Data Collection Procedures

General Tasks

1. Each team will spend approximately two (2) days in each assigned summer school center.
2. The office will be responsible for initial contact with summer school centers and scheduling team visits.
3. Each team will be responsible for collecting the following kinds of data at each assigned center

Type	Source	Instrument
Program Background	Principal/Coordinator	Principal Interview Schedule
Program Operation	Observation of a minimum of three (3) different instructional groupings on classrooms	Observation Scale
Staff Development	Staff	Teacher Survey
Student Background	Student Records	Student Data Form

4. Each team will be responsible for tallying the data collected in each assigned center, using prepared tally sheets which will be distributed to teams.
5. Team leaders are responsible for taking sufficient numbers of instruments to each center and are accountable for the return of instruments and tallied data to June Bland.

Principal Orientation and Scheduling at Centers

1. Outline briefly for principal or designated head of Center:
    a. Overall evaluation design: all centers being visited
    b. Types of data to be collected: program background and operation; staff development, student data.

c. Time required at Center for data collection.

d. Procedures for collecting data: interview principal/person in charge; observe three (or 5) classrooms/instructional groups; administer questionnaire to teachers; copy student data from Center records.

2. Schedule principal or Center director interview.
3. Schedule classroom/instructional grouping observations.
4. Develop procedure for surveying teachers: Can teachers be called together for a brief 15 minutes following session, i.e., at 12:30? Should instruments be distributed one day and collected next? Some other procedure? (Be sure the procedure developed permits you to bring all survey instruments back with you when you leave that Center.)
5. Discuss availability of student data: Are forms #613 "Student Report and Registration Card" available? Do teachers have records of students in their groups? Attendance records? Show principal the Student Data Form that must be completed from student records.

Principal or Center Director Interview

1. Explain the interview to the principal-give an overview.
2. Try to keep to the interview schedule as closely as possible. Read the questions to the interviewee and take time to write the answers. If the respondent begins to make comments relating to questions which will follow, request that respondent delay these comments until the appropriate question is asked.
3. If a principal does not have the answer to a question, ask if the information is available from anyone else. Then move on to the next question. Our purpose is to get information.

4. Note peripheral comments of the interviewee relating to question answers. Use the backs of the forms if necessary, but be sure to number comments so that they agree with the appropriate question.
5. If some crucial question appears to be omitted from the interview schedule please inform June Bland or Kathy Reilly so all teams can be notified. For data analysis, similar data must be collected from each Center.

Observation of Instructional Groupings

1. Remember this observation scale is confidential and should not be shown to anyone. Prior knowledge might possibly skew results.
2. Select at least 3 (5 in all secondary centers, except for Shaw) different classrooms/instructional groupings for observation: Principals can designate groupings for observation, but try to observe varying learning situations if variations are available.
3. Two team members will observe a given classroom/instructional grouping simultaneously, for at least one half hour.
4. Observers will position themselves in opposite areas of the learning space.
5. Observers will remain inconspicuous so as not to distract students or teachers.
6. Mark your observation scale as necessary, but be discrete.
7. Following the observation, each observer will individually complete the Observation Scale, adding notes and comments, as necessary.
8. Remember, the point of the observation is to determine whether the multi-age multi-level instructional process is functioning, and if the symbol systems are being use. It is not to judge or evaluate the teacher. Be sure to emphasize that it is not to rate the teacher.

Administering the Teacher Survey

1. Staff survey forms must be distributed to each teacher at each Center, preferably on the first day of your arrival at the Center in order that they might be ready upon your departure, preferably on the first day.
2. Collect questionnaires in a box before school is dismissed the second day. The questionnaires should be in the sealed envelope distributed with the questionnaires.

Completing the Student Data Form

1. We want to know how students are grouped within each Center for instructional purposes.
2. Use the #613 Registration Forms for each teacher or team or basic instructional group.
3. Obtain numbers by grade level, by ages and by sex for each basic instructional group.

Tallying

1. To minimize the time needed for the tedious task of tallying, each team will tally data following its visit to each Center.
2. A tally sheet will be provided for each data collection instrument.
3. No instruments should be discarded until the final report is released. A suitable place will be found in the office for storing data from all Centers.
4. Team leaders will be responsible for giving tallied data to June Bland as soon as it is complete.
5. The team leaders will make arrangements for submitting the data to June Bland.

APPENDIX H

PRINCIPAL INTERVIEW GUIDE

1975 SUMMER SCHOOL PROGRAM

Center________________________ Interviewers:
Principal Assigned: ______________________
Person(s) Interviewed____________________
Interviewee's Summer School Position: ________________ Date ________
Interviewee's Regular School Position: ________________

Principal's Interview Guide

A. Preparation

1. Did you participate in city-wide or regional meetings to plan the summer program?

   yes ____ If yes, regional ____ city-wide ____ other ____

   no ____ If no, how did you get information about plans for the summer skills centers? (explain)

2. How many staff development sessions held prior to the opening of the summer session did you attend? none ____ one ____ two ____.

3. Who was involved in developing the program for your skills center? (teachers, parents, administrators)

4. When did planning begin for your present summer school program? (month, day)

5. Were goals and objectives established for the program in your building?

   yes ____ If yes, what are they and where did they come from? (attach list if available.)

   no ____ If no, what are your expectations for this program?

6. When were you first notified of the number of students expected to enroll at your center? (month, day) ____________________.
   (subsequent notifications; if changes)

7. When were you first notified of the number of teachers who were assigned to your center? (month, day) ____________________.
   (subsequent notifications; if changes)

8. When were you first notified of the types of teachers (subject matter specialties) who were assigned to your center? (month, day) ____________.

(subsequent notifications; if changes)____________

9. On the opening day of the summer session:

a. Were all facilities and materials (books, supplies, furniture) ready for use?

yes ____

no ____

If no, when were they ready for use?

b. Did all teachers have for each student the 613 registration forms with the student skills prescription forms attached?

yes ____

no ____

If no, when did all teachers receive these forms?

B. Operation

1. Describe the composition of your staff, according to:

Type		Number Assigned	Number on Duty	
			First Day	Currently
administrative				
clerical				
regular classroom teachers				
resource teachers:	art			
	music			
	reading			
	mathematics			
	business education (typing)			

other---------------------------------- ______________________________

2. Is team-teaching being used in your center?

yes ____ no ____

If yes, how many of your teachers are involved in it?

3. Are staff development sessions being held at your center as the six week summer session progresses?

yes ____ no ____ other ____ (regional)

If yes, 1) Who is responsible for organizing the staff development sessions?

2) How often are they held?

3) How long is each session?

4) What percentage of the teachers attend the sessions? (100%?90%?)

4. How many multi-age, multi-level, non-graded instructional groupings are there at your center?

5. Do you have other types of instructional groupings? If so, please describe (number and type)

6. How were students assigned to each grouping?

7. How were teachers assigned to each grouping?

8. (Secondary team only) Did any students elect to participate in the formal course offerings for Carnegie Unit credits? yes ____ no ____ (If yes, obtain statistics on number and type on Student Data Form.)

9. What provisions are there for keeping attendance on individual students?

10. What criteria are used in your skills center to determine if a student has successfully attained the skills prescribed for her/him. (explain)

C. Evaluation

1. In your opinion what are the important successes to date of your skills center?

2. What problems, if any, have you experienced in implementing the program at your skills center?

3. What suggestions for changes would you make, if any, for the summer session for next year?

4. Other comments:

Prepared by
Division of Research and Evaluation
July 1975

APPENDIX I

STAFF SURVEY

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
OFFICE OF PLANNING, RESEARCH AND EVALUATION
DIVISION OF RESEARCH AND EVALUATION
PRESIDENTIAL BUILDING — ROOM 1013
415 — 12TH STREET, N. W.
WASHINGTON, D. C. 20004

Tel. 347-6383

July 18, 1975

Dear Summer School Staff Member,

The Division of Research and Evaluation has been asked by the Superintendent's Administrative Team to assess the 1975 Summer Educational Skills Centers Program. As part of the data collection, the Assessment Team is requesting all teachers in the summer session to complete the attached Staff Survey.

The Staff Survey is designed to give Educational Skills Center Staff the opportunity to comment on their summer experiences. All individual comments will be kept anonymous--data will be reported on a group basis.

This Staff Survey Form will be distributed to you by Assessment Team members from the Division of Research and Evaluation. The Team members will be in your Center for approximately two days. We are asking that you place your completed form in the attached envelope and deposit in the collection box provided by the Team member.

Please complete this Staff Survey Form as soon as possible. Your cooperation is important to the success of the total assessment of the 1975 Summer Educational Skills Centers Program.

We appreciate your participation. Thank you.

Sincerely,

Mildred P. Cooper

Mildred P. Cooper
Assistant Superintendent
for Research and Evaluation

MPC/m

Attachments

PLEASE DO NOT WRITE YOUR NAME ON THIS FORM

1975 SUMMER SCHOOL PROGRAM

Staff Survey

Directions: Please respond to the following questions as indicated.

1. What is your teaching assignment during the regular school year? (Complete all that apply)

   Write In:

   Grade or level_________ Subject Taught_____________________________

   ____

   Check All That Apply:

   Regular Classroom_________ Open Classroom________ Open Space_________

   Team Teaching_____________ Other (specify)________________________

2. What is your teaching assignment during the summer session?

   Write In:

   Center__________ Group/Level________ Skills Taught__________________

   Other (specify)

3. When were you notified of your summer session assignment?

   Month____________________________ Day_____________________________

4. When did you actually begin teaching in the summer school session?

   Date____

5. In the summer session do you teach in a team with another teacher(s)?

   Yes___________ No___________

   If yes, how many are on your team?_________________

   If yes, how often do you plan together as a team?_________________

   For how long____

   List area of skill speciality taught by each member on your team?

   ____

   ____

   ____

6. On the first day of the summer session:

   a. How many students were assigned to you________________________?

   b. Were the classroom facilities (furniture, etc.) ready for use?

      Yes_____ No_____ If no, when were they ready? (Date)______________

      Were the educational materials ready for use?

      Yes_____ No_____ If no, when were they ready? (Date)______________

c. How many student prescription forms for your students did you receive?__________ Date__________

How many did you not receive?__________

d. Of the student prescription forms received, approximately what percent were adequate for your preparation?__________

e. Was some measure of previous achievement skills available for each of your students? Yes______ No______ If no, when was it available?__________

If yes, what? (PMT? PRT?)__________

7. How many students are currently assigned to you__________?

8. At the end of the summer session, how will you determine if a student has successfully acquired the skills prescribed for her/him for the summer?

9. How many staff development programs held prior to the opening of summer school did you attend?

None__________ One__________ Two__________

10. Are you currently participating in staff development sessions?

Yes__________ No__________

If yes, where are they held?__________

If yes, how often are they held?__________

If yes, how long is each session?__________

11. The following statements relate to any staff development sessions you attended prior to and during the summer school session. Please read each of the following statements and choose a response. Place the number corresponding to the appropriate response in the blank. Use this code for your response:

	Write
If you strongly agree:	1
If you agree:	2
If you are undecided:	3
If you disagree:	4
If you strongly disagree:	5

	Pre-Session	In-Session
a. The staff development sessions have been well prepared.		
b. The length of the sessions has been adequate.		
c. The topics covered have prepared me to: help students develop skills in a multi-age, multi-level, non-graded setting		
use different symbol systems in my teaching		
d. In general the staff development sessions to date have met my summer session teaching needs.		

12. What problems, if any, do you think need to be addressed in the staff development sessions?

13. What do you see as the most important successes to date of your Skills Center?

14. What problems, if any, have you experienced in implementing your teaching program at your Skills Center?

15. What suggestions for changes would you make, if any, for the summer school for next year?

16. Other comments

Prepared by
Division of Research and Evaluation
July, 1975

APPENDIX J

CLASSROOM OBSERVATION SCALE

1975 SUMMER SCHOOL PROGRAM

Observation Scale

Observer's Name ______________________________

Date ______________________________

Time of Observation: From ______________ To ______________

Group observed, (indicate as it is labeled there) ______________

A. Use of non-graded, multi-level, multi-age groupings

1. The instructional groupings of the room consist of varying kinds of groupings (Types: individual, partners, small groups, large group but not entire class, entire class)

A	B	C	D	E
individual	partners	small groups	large group but not entire class	entire class

Comments:

2. Groupings (as indicated in #1 above) change during observation period

A	B	C
0 change	1 change	2 changes

Comments:

3. Pupils help each other with work. (tutorial-type arrangement)

A	B	C	D	E	F	G	H	I	J	K	L
0	1-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-99%	100%

Comments:

4. Pupils have individualized assignments.

A	B	C	D	E	F	G	H	I	J	K	L
0-	1-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-99%	100%

Comments:

5. Pupils work together in group projects.

A	B	C	D	E	F	G	H	I	J	K	L
0-	1-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-99%	100%

Comments:

6. Pupils receive individual assistance from teacher (or other adults)

A.	B	C	D	E	F	G	H	I	J	K	L
0-	1-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-99%	100%

Comments:

7. Pupil participation is active and purposeful as indicated by pupil involvement in work.

A	B	C	D	E	F	G	H	I	J	K	L
0-	1-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-99%	100%

Comments:

B. Use of symbol systems in teaching

1. Teacher uses curricular materials developed from:

A	B	C	D
Mathematics	Art	Reading	Music

Comments:

2. In presenting assignments, teacher uses language peculiar to:

A	B	C	D
Mathematics	Art	Reading	Music

Comments:

3. Students use resource areas in classroom which emphasize skills in:

A	B	C	D
Mathematics	Art	Reading	Music

Comments:

4. Students are taught by a team of teachers who provide learning experiences in:

A	B	C	D
Mathematics	Art	Reading	Music

Comments:

Observation Notes:

Yes	No	Don't Know	
			Students appear to be receiving individualized instruction according to a prescribed skills sequence.
			Classroom environment reveals evidence of individualized instruction based on a prescribed skills sequence (progress charts, etc.)
			Students appear interested, motivated and enthusiastic.

Other Notes:

Prepared By
Division of Research and Evaluation
July, 1975

APPENDIX K

STUDENT DATA FORM

1975 SUMMER SCHOOL PROGRAM

Student Data Form

Teacher name(s) ____

____

____

Type of group ____

Total enrollment of group __________ Total number of forms for group __________

Number of Students

1974-75 Grade Level	Sex	Ages
1 ________	Boys ________	6 ________ (7/69-6/70)
2 ________	Girls ________	7 ________ (7/68-6/69)
3 ________	Total ________	8 ________ (7/67-6/68)
4 ________	No Data ________	9 ________ (7/66-6/67)
5 ________		10 ________ (7/65-6/66)
6 ________		11 ________ (7/64-6/65)
7 ________		12 ________ (7/63-6/64)
8 ________		13 ________ (7/62-6/63)
9 ________		14 ________ (7/61-6/62)
10 ________		15 ________ (7/60-6/61)
11 ________		16 ________ (7/59-6/61)
12 ________		17 ________ (7/58-6/59)
Total _____		18 and above ________
No data _____		Total ________
		No data _____

Prepared By
Division of Research and Evaluation
July, 1975

APPENDIX L

MEMORANDUM TO PRINCIPALS
RE: REGISTRATION FORM DATA

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
OFFICE OF PLANNING, RESEARCH AND EVALUATION
DIVISION OF RESEARCH AND EVALUATION
PRESIDENTIAL BUILDING — ROOM 1013
415 — 12TH STREET, N. W.
WASHINGTON, D. C. 20004

July 23, 1975 Tel. 347-6383

Memorandum to: Summer School Principals

From: Mildred P. Cooper, Assistant Superintendent
for Research and Evaluation

Subject: Data Required for the Evaluation of the 1975
Summer School Program

The Summer School Evaluation Teams from the Division of Research and Evaluation are reporting to us that they are being very cordially received in the summer schools. We do want you to know that we appreciate the cooperation that you and your staff have given to the teams in the conduct of this evaluation task.

We are alerting you, however, to one difficulty that the teams have experienced in some schools they have visited thus far. The 613 forms have not always had complete information indicating grade, sex, and age. This information is needed and is being recorded by teams when they make their scheduled visits at your school. If our team has not yet visited your school, it would be very helpful to us if the forms could be completed before they arrive. We understand that the 613's will have final grades properly recorded. We would appreciate your reminding teachers that this is vital information for evaluation and other purposes and, therefore, should be clearly indicated.

We also plan to secure attendance data recorded on Form 39 from regional offices after the close of summer school. We trust that the Form 39 does have complete data.

Thank you again for your cooperation.

MPC/dgg

cc: Regional Superintendents

APPENDIX M

ATTENDANCE/GRADE FORM

ATTENDANCE/GRADE FORM

Region______________________________Collector(s)______________________________

School______________________________________Date______________________________

Teacher____

Check session: #1 only______ #2 only______ Both______ Other________

Absences	GRADES				
	Total Passed	Total Failed	Total Incomplete	Total No Data	Total
Total Number of Students Absent 0-5 Days					
Total Number of Students Absent 5 Days or More But Not Dropped					
Total Number of Students Dropped					
Total No Data On Absences					
Total					

Check If:

________Grades taken from Form 39

________Grades taken from Form 40

________Grades taken from Form 613

CHECK THE TOTAL TALLIES AGAINST THE TOTAL NUMBER OF GRADES AVAILABLE!